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ABSTRACT

This book, covering issues identified by day care providers as important to their professional needs, includes information and suggestions in the following general areas: registration (licensing), nutrition, safety, home learning environment, learning activities, relations with parents, community resources and other resources for providers. Addressed to persons interested or already involved in the provision of family day care, urban or rural, the book can be used in group training programs (introductory or inservice) or as a college text. The section on learning activities offers suggestions for infants and toddlers, as well as for school-age children who are cared for during non-school hours. The community resources section, in addition to suggestions for field trips, includes ideas on the availability of craft and construction materials from local sources and on ways to enlist the help of community professionals and non-professionals. The section on other provider resources includes a list of reading materials, a list of organizations and agencies concerned with children, and a guide to health and welfare services. A brief section on record-keeping is also offered. (BF)

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Family Day Care

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resources for providers

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**Family Day Care:
Resources for Providers**

**by
Betsy Squibb**

The help and advice of these persons was greatly appreciated:

Pacific Oaks College with special thanks to June S. Sale.

Amy Squibb

Johanna Wagner

Family Day Care Providers in Massachusetts and California

Design Terry McKoy

Layout Terry McKoy
Kathy Arnold

Cover Johanna Wagner

Illustrations Johanna Wagner

Photography Ed Keren, Chapter 5
Miriam Rabirowff, Chapter 9

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Contents

1. Family Day Care and Registration	5
2. Nutrition	9
3. A Natural Learning Place	27
4. Resources for Learning	33
5. The Community and You	51
6. Safety	61
7. Keeping Records	71
8. Working With Parents	75
9. Family Day Care Providers Talk from Experience	81
10. Resources for Family Day Care Providers	89

Preface

This booklet aims to discover ways in which family day care might be made a richer experience for providers and children alike.

There is not enough space and time (even if it was possible) to provide *all of the information and know-how* necessary to do family day care. The providers themselves are the most valuable resources and their information is infinite. Many of the ideas here are tried, tested and submitted by providers. Hopefully, these suggestions will serve as a starting point for others to explore the many resources at hand.

Registration

APPROVED



What Is Family Day Care?

Family Day Care is legally defined as the care of one to six children (including the provider's own) in a private residence during part or all of the day.

What's The Difference Between Babysitting And Family Day Care?

To us, babysitting is something that a person does when he or she takes care of a child, for a few hours, when his parents are away. If you care for one to six children in your home we consider you to be a Family Day Care Provider. A person caring for children, part or all of a day for up to five days a week, certainly plays a large part in that child's development and deserves to be called something other than a babysitter. Family Day Care Providers are different from babysitters in another important way: parents can make decisions in a babysitting arrangement but in family day care, the family day care provider makes decisions, since the parent is not around.

Is Family Day Care Regulated by Law?

Yes. Family Day Care is presently regulated by state law. In Massachusetts, Chapter 785, sections 9 and 10, of the General Laws of Massachusetts is the state law, and the Office for Children is the State agency responsible for the REGISTRATION

of family Day Care Homes. This law is new and many people do not yet know of it.

How Does One Become Registered To Provide Family Day Care?

The mechanics of registration are fairly simple. A person wishing to become registered should call their local Office For Children. A copy of the Rules and Regulations, as well as a self-evaluation form, will be sent out. He or she is asked to read the Regulations and then answer the questions on the self-evaluation form. These questions concern the applicant's home (toys, napping space) and her experience with young children. The applicant is then asked to certify that he or she does meet the minimum requirements for operation of a family day care home. The references which are sent out by the Office are also required. Once the self-evaluation form and the two references are returned and found to be satisfactory, a certificate is issued.

Is There A Fee For Registration?

No. The Registration Certificate is free.

How Long Does It Take To Become Registered?

The registration process may be completed as quickly as the necessary forms are returned to the Office For

Children. Often, a Certificate of Registration can be issued within two to three weeks of the initial inquiry.

Will Your Home Be Visited By The Office For Children?

The Family Day Care staff will try to visit most homes, usually after the registration process has been completed. The staff person will check for compliance with the Rules and Regulations and, of course, will be willing to discuss any family day care issue that arises.

Does the Office For Children Offer Any Services to Registered Providers?

Yes. The Office For Children presently offers the following services:

- (1) An informal referral service, to provide the names of registered homes to persons seeking Family Day Care within a particular community. A registered provider may decide whether or not to be included on such a list. It is important to note that the Office For Children does not place children in the registered homes.
- (2) Frequent mailings of helpful information, such as play ideas, nutritional ideas, as well as information on workshops, day care oriented courses, and general meetings of Family Day Care in your community.
- (3) Consultation upon request around any Family Day Care issues.



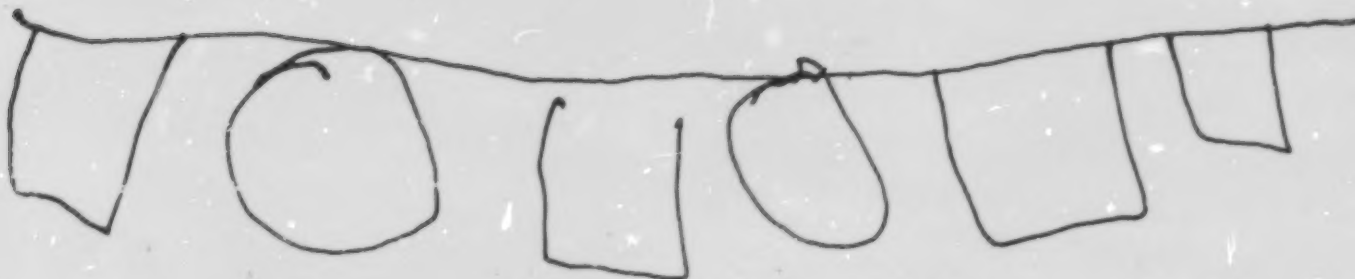
SOME INFORMATION ABOUT REGISTRATION

You may be wondering what it means to register to provide care for some children and why it is necessary.

Someone who cares for some children in her home is, in fact, providing a PUBLIC SERVICE (especially now, since more and more women are working away from home and day care is being recognized by more and more persons). When you provide a public service like caring for up to six children who are unrelated to you in your home, you are subject to REGULATION just like any other public service.

Regulation involves assuring that a service meets certain basic requirements in order to exist. The minimum requirements formulated by the Office for Children (who has the responsibility for regulation of day care services in Massachusetts) are meant to do the following:

- (1) Not let people provide a public service that falls below this minimum level;
- (2) Make sure dangers or safety hazards that we can foresee are prevented;
- (3) Make sure that children in day care homes are not harmed physically or emotionally, and that they have a chance to grow and develop in a



healthy way.

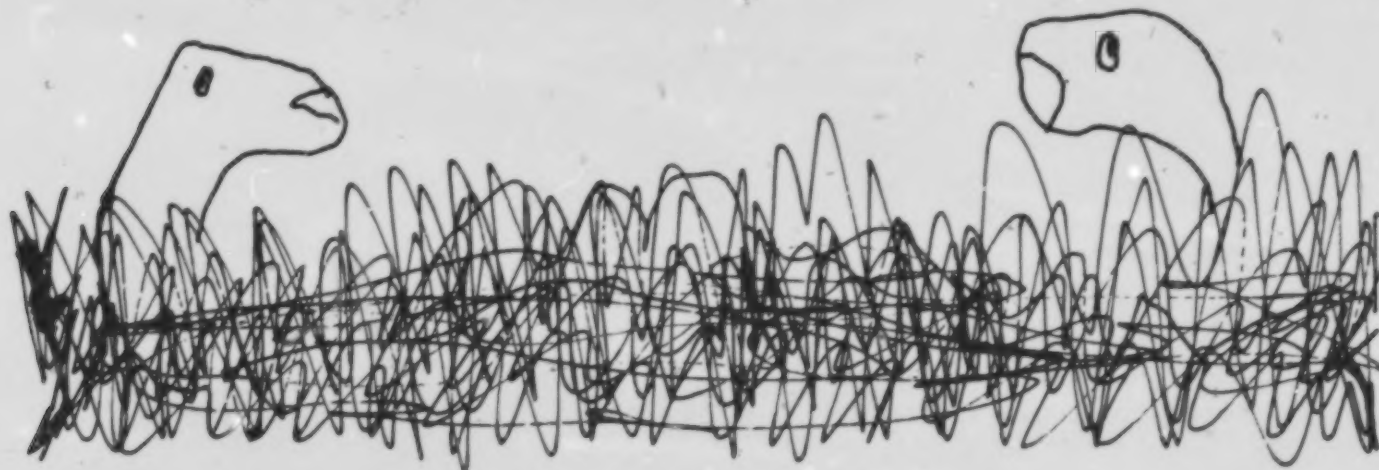
You may, like many family day care providers, give children top-notch quality care which is way above these minimum requirements (We hope you do!).

In a way, being regulated means that you are recognized as providing an

important service. And, frankly, we think it's about time that the thousands of family day care providers in every state start getting some credit for the work they've been doing. Caring for children is an exciting job, but it is demanding, even if you love children.

Feel free to call if you have any questions about the requirements or the registration forms or about family day care. Your regional Family Day Care Coordinator of the Office For Children is there to help.

Or, you may contact a nearby Family Day Care System for information.



Nutrition



Young children need food that helps them grow and keep well. Knowing about the individual child and his needs helps you make a good fit between the child and his food.

A young child is an individual

All children seem to go through eating jags — where they will want to eat the same food over and over again — and then they may refuse to eat the same food, temporarily. If no great thing is made about their preferences, the "jag" will pass. Children have different appetites. Some are big eaters, some are small eaters. It is important to "do it myself." Children will try to eat by themselves as soon as they can grasp the spoon.

Bringing the child and food together happily

Children don't eat as skillfully as

adults do. Learning to eat neatly depends on developing coordination and on trying it out for awhile. A lot of praise and patience from you makes this a good experience. Also, use finger foods when possible.

Children won't get restless at the table if their food is served soon after they sit down.

New foods are more easily tasted if they are presented in small quantities. Serving small portions helps young children feel good about finishing. They will have a choice about coming back for more!

Being hungry is also a help. No snacks immediately before lunch. Nutritious eating is not necessarily three big meals a day. Young children

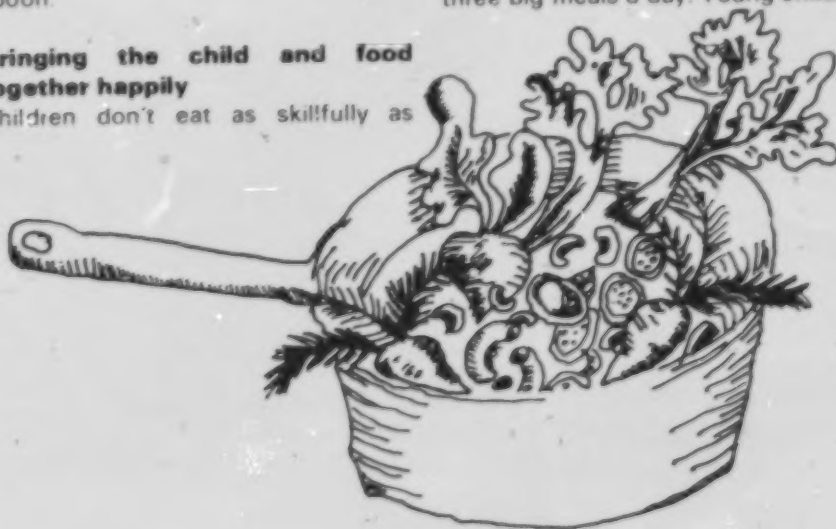
seem to be constant snackers and small stomachs need several small meals a day. Try to think of a total day's nutrition so that if snacks before meals are a necessity, they are a part of the meal and not something extra.

Withholding foods or desserts as punishments, or using food as a reward, places exaggerated importance on particular foods. Also, dessert may be important for nutritional needs.

Young children really appreciate foods when they look good. It is worth the extra time to dress up salads with bright orange carrot shavings and dessert fruits, such as pears, with a bit of maraschino cherry, and applesauce with a sprinkle of cinnamon. It provides them with a variety of colors and different textures to see and taste.

Try to find out beforehand, if possible, about known food allergies of the children; some common foods that cause allergic reactions include eggs, milk and wheat. Some information on symptoms of allergies would enable you to spot them and make some substitutions.

Meal-time and eating together is a good time for socialization, for talking with others, and for sharing some food.



SOME NUTRITIONAL CONCERNS

How Can I Make Meals More Nutritious?

These days, it is no easy thing to provide nutritious meals. We all agree that it is important — good nutrition shows what foods are healthful to eat, as well as providing the necessary ingredients for growth.

For many children the meals and snacks at the day care home their most nutritious contribution of the day. Working mothers don't have the time and energy to prepare grandiose meals in the early morning or late evening hours. And, meals take away from their time with the kids.

With food costs these days, the family day care providers are met with a challenge in providing nutritious meals and snacks! There is a lot of concern for healthful eating. Some people strongly believe that good nutrition is as important to young children as an emotionally and intellectually nourishing environment. "We are what we eat," and it starts from infancy.

Some Ideas on Nutrition

Many traditional snack products are nearly devoid of nutritional value (and are also pretty expensive). They may, in addition, contain potentially harmful food additives and coloring. We

can try to replace them with fresh or dried fruits, nuts, home-roasted seeds (pumpkin, sunflower), fresh vegetables, peanut butter and cheese, whenever possible.

Mrs. B said:

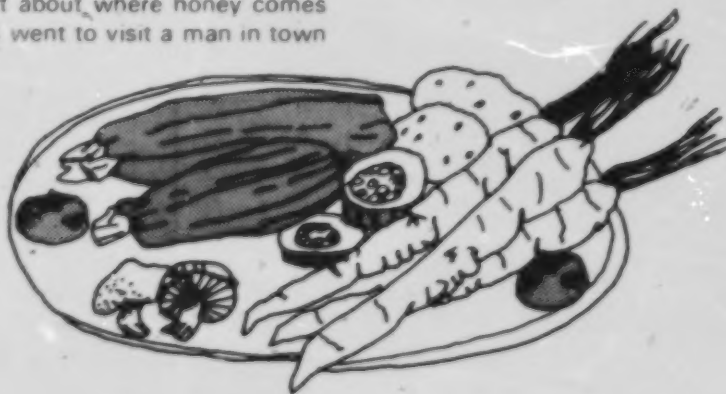
I just quit having a traditional snack of crackers and juice. The children asked me where the crackers were when I gave them cut-up carrots and celery or fruits and granola. I explained that crackers did not along contain enough vitamins and nutrients for growth. We've talked a lot about what the body needs to grow up big and strong. After a period of what I call "cracker withdrawal" the children began to ask for more nutritious snacks, and they now know WHY they wanted them!

How about trying honey as a sweetener? White sugar is known to be a nutritional zero. Mrs. H began using honey when the price of sugar rose so fast. First she used it in baking. Then she had it for table purposes. It makes a delicious snack on home-made bread! She and the children found out about where honey comes from and went to visit a man in town

who keeps bees. They brought home some honeycomb and are all becoming bee experts. If there aren't any beekeepers near you, you might try just looking at a honeycomb and finding a good book about bees (or a museum, such as the Boston Museum of Science, might have a bee exhibit).

More and more people are growing some of their own food. Consider the economics of a packet of seeds against the cost of the same produce in the market. Even started plants usually yield more than they cost. Is there really any comparison between home-grown peas and the commercial variety?

Encourage local produce growers, beef and poultry farmers, bee keepers, by buying their products when available. It is exciting to learn where things come from, especially when



they come from near-by and you can see where. Mrs. A said she asked her children where milk came from. One answered "the store." She was horrified and explained that it came from a cow. We took a trip to a dairy to see where the cows lived and saw a cow being milked. Her advice to others is look up a dairy or farm near to you — it's really worthwhile.

Some grocers will give you produce that they feel they cannot sell. Here is a good sorting activity for children to choose what can be saved and what can't, what is ripe and what is unripe, what is just right and what is rotten, etc.



To Eat or Not To Eat — A Provider's Tips

I found myself with the question: how do you handle a child's preferences in

food? I started off with the attitude "eat if you want to and don't if that's how you feel." I found that this attitude needed some more "oomph" to it. I needed to talk with the children more about eating so that they would know why I said to eat different foods.

By accident, I learned this from working with my children. In the beginning days, lunches were usually peanut butter sandwiches and carrot sticks, and then applesauce or jello or some kind of fruit or vegetable like pineapple or corn — things I learned the children liked. Well, we got into eggs, and I discovered that they liked to make egg salad sandwiches, and so we expanded a little. They loved to peel the eggs, and sometimes we even had stuffed eggs (good idea for breakfast, too). They learned how to make potato salad, but they made it for me (as they weren't as keen on eating it themselves). That was alright, and I would thank them for helping me make it. One day we were low on peanut butter and low on egg salad, so I opened a can of tuna and got out what was left of some cheese spread. Then we made up small amounts of all these different kinds of sandwiches. We talked about a smorgasbord, since that's what it turned out to be. And children who hated tuna tried it because there was all this choice. So now we have a



variety of protein sandwiches, a variety of vegetables (carrot sticks, celery sticks, green pepper slivers and tomato wedges), and fruits like orange sections, apple slices (a favorite), or pineapple hunks. In this way we have gotten into different kinds of foods our bodies need, as well as being able to "choose" what we might like to try. I also get to use lots of leftovers. And the children help to fix lunch, although they don't have to. They love to help out. Also, I found that they need to taste as they prepare. This will not "spoil" appetites, but rather it may "whet" them!



YOU CAN MAKE YOUR OWN BABY FOOD

There's really a lot of controversy about processed baby foods these days. The problem seems to stem from the fact that people are spending extraordinary sums on those tiny jars which contain unstated amounts of harmful sugar, salt, monosodium glutamate (MSG) and modified starches, with a little baby food thrown in.

Why Not Make Your Own Baby Food?

It's cheaper, and easy to do. And then you know what the food actually is that you are feeding to the baby. In addition, baby meals can be coordinated with the other children's (and yours, with no extra worry. Making pureed food takes approximately two minutes of your time spent preparing dinner for the others.

Hints For Making Baby Food

You will need, initially, to make a bit more effort by getting a few additional supplies and reading a few more books, perhaps. Here are some suggested supplies, recipes and books.

Supplies: A good food blender is a necessity. These can run anywhere from \$20-\$50, depending upon the type and where you get it. Although this seems a large expense, think of it



in terms of saving the money used to buy those little jars (which do mount up). Blenders can be used for lots of other food preparations, besides baby food, and most come with recipe books for incredible concoctions.

Some people find a table-model food grinder useful. This can run from about \$3-\$10. A grinder can make about a cupful of food at one time and can be purchased in some supermarkets and department stores. (The Happy Baby Food Grinder, made by Bowland-Jacobs Manufacturing Co., 8 Oakdale Road, Spring Valley, Ill. 61362, is a good one.)

Plastic ice-cube trays can simplify storage of infant foods; just pour in the food, freeze, and then pop out.

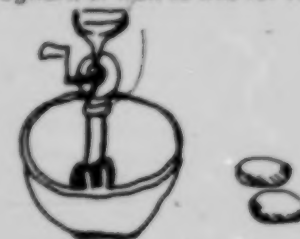
A collection of storage jars and plastic containers (mini-blender jars, Tupperware's smallest size, or odd-sized glass jars with lids — like your old empty baby food jars) is necessary.

Plan to use some space in your refrigerator for storing baby food for longer periods of time without losing nutrients or freshness. It's easier to make double batches and then store one of them for another time.

Basic Foods For Baby That You Can Make Yourself

Around 4-6 months (depending upon the baby, it may be before or after this time), babies become interested in some solid foods. You can introduce new foods to a baby slowly; when you start feeding solids, the easiest things to feed are bananas, egg yolks and yoghurt.

Banana: Peel one banana and mash; you can add a bit of milk, cereal, yoghurt, or fruit to this for variety.





Yoghurt: Plain unflavored yoghurt is the healthiest; you can add fruit, cereal, or a bit of sweetening to this. Have you tried making your own yoghurt? It's fun to do with older children. See *The Yoghurt Cookbook* for some recipes and directions on making your own.

Fruits: Peel and cut any fruit (fresh is preferred). Put the fruit in a blender, with a bit of orange juice. Blend for a minute until it is of a sauce-like consistency which the baby can handle.

Applesauce: Steam one raw, peeled and diced apple in the blender with $\frac{1}{4}$ cup apple juice and a dash of salt. Eat right away, or chill.

Frozen fruits: You can peel any fruit, such as an apple, banana, orange, strawberries (try anything). Put it in a freezer bag and freeze until solid. Eat the fruit frozen or partially thawed for a tasty treat, for a baby and also adults and children. Or, blend the partially thawed fruit in a blender for a delicious fruit sherbet.

Cottage cheese fruit: Blend quickly $\frac{1}{2}$ cup cottage cheese, $\frac{1}{2}$ cup fresh fruit (raw and peeled), and 4-6 tablespoons of orangeapple juice. Spoon it. (Mrs. B has a baby whose favorite food is cottage cheese and applesauce; he eats it like an adult eats an ice-cream sundae!)

Meats: After a few basic foods have been tried and tested, your baby might be ready to try out some meats. These are usually prepared as a kind of a stew for infants.

BEEF STEW

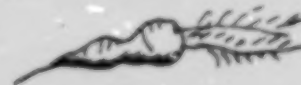
1 cup cubed meat (beef or lamb)
 $\frac{1}{4}$ cup vegetables (carrots, green beans, peas, etc.)
 $\frac{1}{4}$ cup potato (sweet, white, or yam)
 $\frac{1}{2}$ cup liquid (juice from cooking, water, or milk)



CHICKEN AND RICE STEW

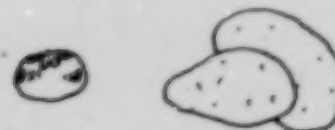
1 cup cubed chicken
 $\frac{1}{4}$ cup browned rice (white or brown)
 $\frac{1}{4}$ cup vegetable
 $\frac{1}{4}$ cup chicken broth
 $\frac{1}{4}$ cup milk

For both of these recipes, steam all solids in a small pot with a little water, until just barely soft. Puree on high speed in the blender, with some water from the steamer. Pour into the freezer tray. When frozen, remove cubes as needed. Heat and serve (extra liquid may be needed). Each of the above recipes will fill a freezer tray; for storage over any length of time, cover with freezer wrap or tin-foil.



Vegetables: These can be made much the same as meat. Steam cut-up raw vegetables for a little bit until barely soft, and then puree in the blender.

Finger Foods For Snacks and Teething: You really don't have to feed your baby, always. It is O.K. for babies to use their fingers, their "natural" spoons and forks. When a baby is about a year old and has some teeth to chew with, he likes to snack on finger foods; these foods are great for older children and adults too. Cut in small pieces and arrange on a platter fresh, raw: cauliflower, carrots, celery, mushrooms, tomatoes.



lettuce, peppers, red and white cabbage, asparagus, shredded raw beets, apples, assorted melon balls, peas in pod, and other fruits, in season.

Some infants are constant snackers. They will nibble on a piece of toast for hours until it is a mass of crumbs. They will never refuse some appetizing finger foods. Day-old bagels make a great, non-messy teether and snack for babies. Or, for hot weather, try some popsicles.

Popsicles: This is an excellent sensory experience for toddlers; babies need some manual control to manage these. Fill a popsicle tray with:

- equal parts apple, cranberry and orange juice, or
- grape and yoghurt in equal parts (delicious but messy), or
- orange, with extra vitamin C added if your child is sick, or



—milk with carob powder (1 teaspoon to 1 cup of milk) added to taste and beaten in blender; carob is a good chocolate substitute; or,

—concoct your own. Freeze for several hours, until firm; popsicles are great for a teething baby (coolness soothes gums) or for a sick child who won't eat anything else.



SOME BOOKS TO READ

Making Your Own Baby Food, Mary and James Turner (Workman Publishing Co.: 1972), in libraries or stores at \$4.95

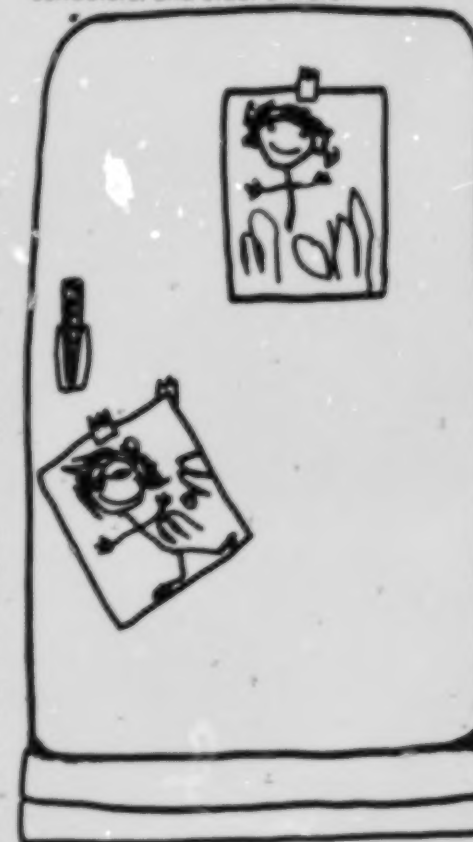
The Complete Guide to Preparing Baby Foods at Home, Sue Castle (Doubleday Publishing Co.: 1973), in libraries or stores at \$5.95.

Some Sample Menus

It frequently saves time and energy if you plan out a cycle of menus to use again and again. A three-week menu supply is usually sufficient and different cycles can be used during the various seasons, to take advantage of seasonal food buys. Why not include special occasion menus for birthdays or holidays? Some day care providers set aside one day a week or month as a "favorite food day," when

the children take turns having their favorite meals served. Also, you can show parents what the children are eating; some parents may have suggestions for recipes or special foods they prepare at home.

Here's a sample three-week menu plan from a provider for toddlers, preschoolers, and older children.



WEEK 1

SNACK

LUNCH

SNACK

WEEK 2

SNACK

LUNCH

SNACK

Mon.

orange juice
peanut butter
on celerymeat pot pie
raw carrot sticks
lime gelatin
bread & butter
milkhot cocoa
cheese cubesfruit juice punch
equal parts
orange, cranberry
& apple
cut-up vegetablesmacaroni & cheese
baked green peas
fruit salad on lettuce
chocolate pudding
milkyoghurt with jam
or fruit

Tues.

orange juice apple
slicesGrilled Cheese
sandwich
celery sticks
fruit cocktail
bran muffin
milkfrench toast
milkcarb milk
celery sticksstewed chicken
wings
sliced beets
noodles
orange gelatin
milkapple slices spread
with peanut
butter

Wed.

apple juice
yoghurtbeef stew
cucumber salad
raisin & bread
pudding
milkcream cheese on
graham crackers
milkpineapple juice
peanuts in shellfried bologna
peach halves
spinach
bread & butter
milkcelery stuffed with
cream cheese
cinnamon toast

Thurs.

pineapple juice
carrot stickscorned beef hash
string beans
bread & butter
lemon pudding
milk

fruit milkshake

apple juice
carrot sticksindividual pizza
potato salad
chopped mixed
vegetables
strawberry gelatin
milk

banana kebabs

Fri.

milk
raisins (nuts)tuna salad on toast
cut corn
biscuit & butter
orange slices
milkslice of hard-boiled
egg, with dab
of relish or
peanut butterorange juice
raisinsspaghetti in sauce
with meatballs
tossed salad
garlic bread
pineapple slices
milkpopcorn (the kids
love to help pop)

WEEK 3

Menus for infants

SNACK	LUNCH	SNACK	SNACK	LUNCH	SNACK
tomato juice celery sticks	fish cakes baked potatoes sweet & sour green beans applesauce milk	waffles* (make several batches in advance and freeze)	orange juice banana	pureed meat stew milk or formula	milk or formula crusty bread, toasted
hot chocolate apple slices	hamburger on bun baked beans spinach custard milk	grated carrots in orange gelatin	milk or formula applesauce	mashed egg pureed celery bananas milk or formula	cottage cheese & fruit, mashed
tomato juice granola	blackeyed peas & ham rice kale bread & butter peach halves	fresh fruit salad	apple juice cracker	beef stew pudding milk or formula	cracker & cracker milk or formula
pineapple juice carrot sticks	deviled eggs tossed salad stewed prunes bread & butter milk	milk orange slices	pineapple juice cracker sticks	pureed meat stew pureed green beans custard, pudding milk or formula	fruit crackers milk or formula
orange juice toast & honey	chili con carne cut corn carrot sticks crackers & butter pineapple slices milk	pancakes & jam* (made in advance, frozen, and heated in toaster)	milk or formula orange juice frozen orange pudding	mashed egg pureed carrots tinned peas milk or formula	mashed egg milk or formula

Starred Recipes in the Menu Plans

***French Toast:** make several batches in advance to freeze and warm up in the toaster. Children love to help make them. It is a good science experiment when they see a frozen waffle change its form and become soft with heat. They can take a bite of the waffle frozen, and then warm, to compare.



***Individual Pizza:** cover bread slices (English muffins or bagels are good) with tomato sauce and a slice of cheese. Sprinkle on a pinch of oregano. Bake at 350 degrees until the cheese melts. EAT.

***Banana Kebobs:** no cooking for these and fun to do with children. You need: Blunt ended knives, 2 plastic straws, 1 ripe banana, 8 large marshmallows, and 8 maraschino cherries (or chunks of any fresh fruit). Peel banana and cut into 8 1-inch pieces. To make kebob, gently force plastic straw first through center of a banana piece, then through the center of a marshmallow, then a cherry. Start over again with the banana, then the marshmallow, then the cherry. The straw should have 4 of each

ingredient. Do the second kebob in the same way. Place on a plate and serve them up. This makes two, but you had better make more as they will ask for these again and again!



***Fruit Milk Shakes:** mix one part fruit (fresh, which the children can help cut up) with three parts milk and honey. Blend for a few minutes in a

blender, if you have one, or with an eggbeater. Drink up. Some variations on this include: Use powdered milk; it's easy to mix, inexpensive, and very nutritious. Or, use a fruit juice base and powdered milk and blend for a "scrumptious concoction"

Some Low-Cost Nutritious Foods Children Like

Old-time favorites include: Chicken, Tuna fish & shell macaroni casserole, Eggs (hard boiled or in a salad), Bananas, Pears, Apples, Strawberries, Macaroni and cheese, Cheese chunks, Celery, Raisins, Granola and Cocoa (hot cocoa can be made inexpensively with dry milk; a few drops of vanilla makes it taste rich).

KIDS IN THE KITCHEN

Cooking is a rewarding experience for young children. It is not only great fun, it is also a tremendous "educational activity." Children can explore the taste, smells, colors and texture of ingredients both in natural and combined forms. They are introduced to physical changes that can take place when foods are cooked. Cooking allows children to become acquainted with new words to describe what is happening — stirring, boiling, bubbling, melting, sifting. They will use number concepts in measuring and working with the tools of cooking helps develop manual



exertion. Often, cooking involves working in the forbidden realm of knives and fires, and children learn how to use these things wisely, safely. Cooking with young children provides a lot of opportunity for some activities involving some first steps in reading. How about making a cooking poster and illustrating the simple steps with pictures of the ingredients?

Or, Mrs. C made a cookbook with her children of "Our Favorite Things to Eat". This is a fun early-reading exercise. The children cut out pictures of ingredients, drew pictures of themselves cooking and tasting their "masterpieces".

Helping out and seeing how foods

are prepared often helps a "finicky" eater change into a good one.

Flops are also good experiences. Cookies that don't rise do happen. What matters in the cooking process is fun — not always the end result.

Besides the value of cooking as an experience in science or reading or whatever else, children can also help you in the kitchen. Many hands, even if they are small ones can help with the work.

Some Hints for Cooking with Children:

Make sure you pick a day and a time when you feel calm and relaxed and not particularly worried about the mess or how long a cooking project may take.

Prepare a work area easily accessible to everyone.

Strict supervision around heat and sharp utensils is essential. Explain how these are used and how they might be dangerous if not used in the proper manner.

Have plenty of smocks and potholders on hand.

Extra large bowls (plastic or metal) will prevent spills.

Have mixing spoons to go around.

Have something for everyone to do if they wish. Young children find it hard to wait for a "turn"

Children all like to take a turn stirring, kneading, and especially tasting the mixture. If possible, have extra ingredients for smelling, feeling (and spilling).

And, while you are all working, there's plenty of room for discussion.

Some Questions You and the Children Might Ask While Working

Where do these foods come from? What foods are good for us? How are they good for us? How does this change when we mix it? Bake it? Freeze it? Is this ingredient soft? Smooth? Grainy? Slippery? Gooney? What does this taste like? What is bigger — this bowl or this cup? What is smaller? What do we need to make salad? What do we need to eat this food we made? And there will be many more questions you never expected!



Books for Cooking With Children

There have been some excellent books written about cooking with children. They include some great recipes and hints. Here are a few:

The Mother-Child Cookbook — by Nancy Ferreira, published by Pacific Coast Publishers, Menlo Park, California, 94025. Cost about \$3.95. This is full of good recipes which suggest how children can help and what they might learn for helping cook.

Kids Are Natural Cooks — by the Parents' Nursery School, published by Houghton Mifflin Company (1974). Childtested recipes for home and school, using natural foods. Available

at the Children's Museum Resource Center in Jamaica Plain, Massachusetts, along with other resources and cookbooks.

Check your local library in either the children's sections or under cookbooks for others.

Tried & Tested Recipes in Day Care Homes

Vegetable Soup

Arrange with the butcher at the local supermarket for a tour of the meat section and a discussion about meat bones on a day when you would like to make soup. Each child could bring a different vegetable from home (or a spice). You will need:

A large pot
Beef bones
1 tbsp. vinegar
bay leaf
1 tsp. thyme
parsley
cut-up carrots, celery, onions,
potatoes, turnips, tomatoes

- (1) Put the bone(s) in the pot and cover with water.
- (2) Add spices and cook these for a few hours.
- (3) Refrigerate and skim off the fat the next day.
- (4) Reheat, add salt if needed; add vegetables.
- (5) Cook until vegetables are tender.

Hint: Peel onions under water, or cut in quarters and slip off skins to avoid tears.

This recipe is from a book called *Stone Soup*; it has many more nutritious and easy-to-fix recipes.

Chicken Soup

It seems that everyone has a different way to make this soup; this recipe is very basic, and the kids can help. You will need:

a large pot
a whole stewing chicken
bay leaf
parsley



thyme

salt

sage

carrots, celery, potatoes, onions, turnips

(1) Cut up the vegetables and peel, if necessary;

(2) Put chicken in pot and add water or stock to cover;

(3) Simmer ingredients for a couple of hours;

(4) Refrigerate and skim off fat the next day;

(5) Reheat, and serve.

This is a very economical dish that hits the spot on a cold stormy day.

Meatballs with Rice

You will need:

¼ tsp. salt

½ cup rice, uncooked

1 egg

1 tbsp. salad oil

1 small onion, chopped or grated

1 tsp. thyme

½ tsp. pepper

1 tbsp. parsley, chopped

2 cups tomato juice

(1) Mix all ingredients and shape into little balls; the children may want to shape their own;

(2) Put balls in a pan that is large enough to hold them all in one layer;

(3) Cook at 450 degrees for 15 minutes;

(4) Take them out and pour tomato juice over them;

(5) Cover pan with foil and put back in oven at 350 degrees for 1 hr



No-Bake Oatmeal Cookies

½ cup honey

½ cup peanut butter

1 cup uncooked rolled oats

1 cup dry milk

(1) Put honey and peanut butter in bowl and mix well;

(2) Slowly add dry milk and oatmeal; stir and mix well; (3) Make into small balls and refrigerate. Eat. Do you know an oatmeal cookie recipe where you need to cook the cookies? Try them both and compare with the children.

Banana Bread

2 bananas, well mashed

2 eggs, beaten until light

3 tbsp. honey

2 tbsp. soft margarine

2 cups flour

½ cup sugar

¼ tsp. salt

2 tsp. baking powder

(1) Mix banana, honey, eggs, and margarine in a small bowl;

(2) Sift other ingredients together and add to banana mixture;

(3) Mix well, pour into greased loaf pan and bake at 350 degrees for 45 minutes.

How about making your own butter to spread on this bread?

Butter

1 pint heavy cream

small glass jars, with tops (baby-food jars are good)

(1) put 1 tbsp. cream in a jar and close it very tight;

(2) Shake the jar for about 5 minutes (everyone gets sore arms, but don't give up);

(3) All of a sudden, lumps of butter



will start forming; pour off the whey (the liquid remaining);
(4) Mash all of the lumps of butter together; add salt to taste, if desired.

Have you ever made your own peanut butter?

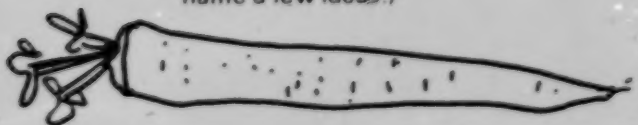
Peanut Butter

1 bag peanuts (at least 1 lb.)
1-2 tbsp. butter or peanut oil
salt
cloth bag
hammer

- (1) Have the children shell the peanuts (you might shell half of them beforehand, to avoid too long a task);
- (2) Put shelled nuts in cloth bag and let kids hammer;
- (3) The nuts should be broken into tiny pieces — a good energy release;
- (4) Moisten with butter and sprinkle with salt.

Another way to make this is to shell the peanuts and then put them through a blender (or a garlic press, if you have one) until they are ground up finely. Add enough oil to make the mixture the consistency of paste, and salt to taste.

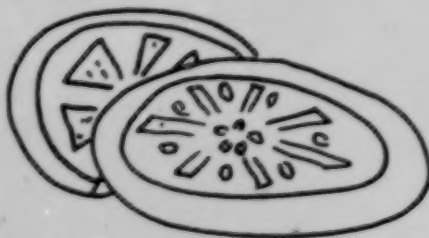
Can you think of things to do with the shells? (Necklaces, tiny boats, to name a few ideas.)



Apple Sauce

3-5 lbs. apples
 $\frac{1}{2}$ cup sugar or honey

- (1) Cut up the apples and peel them, if you so desire;
- (2) Put pieces in a large saucepan and sweeten with sugar or honey;
- (3) Cook over medium heat until thick, stirring occasionally;
- (4) Strain the sauce (if you wish) through a food-mill.



Instant Puddings

These are fun to make with children (even toddlers can help with this). They can help measure the milk, stir, and pour the mixture into cooking pans. Frozen pudding in ice cube trays of dixie cups makes delicious popsicles.

Popcorn

A good counting activity. Children can help measure oil and count the corn kernels. Comparing the popped corn and the kernels shows the different forms of corn.



Snow Ice Cream — A Winter Specialty

1 egg, beaten
1 cup milk
 $\frac{1}{2}$ cup sugar or maple syrup
 $\frac{1}{2}$ tsp. of vanilla
dash of salt

- (1) Mix all ingredients in a large bowl;
- (2) Add about half a large bowl of snow (clean);
- (3) Stir well, and dig in.

Fruit Salad

Have the children bring a piece of fruit apiece on a day when you would like to make a fruit salad. They can help peel or pare fruit and cut it up with blunt knives. Raisins, shredded coconut and nuts are good on fruit salads. Children love to help toss the

salad with dressing — just be sure that tossing doesn't send your salad into outer space.



Snacks

These are fun to prepare. Young children can cut up vegetables, spread fillings and the like. Here are just a few.

Vegetable Dip: dip celery, cucumber, carrot sticks, green peppers into cottage cheese or yoghurt mashed with a fork or peanut butter. Or, stuff celery with cream cheese, peanut butter (a real favorite), or cottage cheese mashed with a fork.

Mrs. H has peas in the pod as a summer snack. The children try to guess how many are in each pod. They then count after they open the pod. A



sneak preview in the light is okay, she says. This is a good counting game.

How about preparing a snack for Mom for when she comes to pick up her child? This might be helpful for a child having trouble with separation, or for a Mom who needs to feel a part of her child's day at another home.



—A Guide to Good Eating (may be ordered in notebook, poster, or miniature size; the miniature size comes in Spanish also)

—Food Before Six

SOME RESOURCES FOR NUTRITION

Organizations

These organizations have pamphlets available about nutrition for young children:

(1) National Dairy Council, Chicago Illinois 60606

Local office: New England Dairy and Food Council, 1034 Commonwealth Avenue
Boston, Massachusetts.

They offer the following titles:

—For Good Dental Health, Start Early
—Your Child's Health Day By Day

—Feeding Little Folks

—Feeding Your Baby During His First Year

(2) Massachusetts Dept. of Public Health, Nutrition Program, 500 Washington Street, Boston, Massachusetts 02111.

They offer numerous pamphlets and information.

(3) U.S. Children's Bureau, Superintendent of Documents, Washington, D.C. 20402

They offer the following titles:

—Food For Fitness: A Daily Food Guide

—Food For the Preschool Child.
 —Food For Groups of Young Children Cared For During The Day (this is geared mainly for groups of 25-50, but has a lot of ideas on food buying for 10, 25 and 50 children). children).

(4) U.S. Department of Health, Education and Welfare (HEW) Washington D.C. 20201.

They offer the *Headstart Nutrition Kit* (which is free), which includes booklets that give information on nutritional care for young children, including a nutrition film, and nutrition education for children, and a ten-lesson course on nutrition for educating parents, and a resource list.

(5) Gerber Products Company, Fremont, Michigan 49412.

They offer the following titles:

- Foods For Baby
- Mealtime Psychology



(6) Your local chapter of the 4-H Club (4-H Clubs usually have information regarding nutrition and planting gardens.)

(7) The regional Chapter of the Home Extension Service, which is a part of the U.S. Dept. of Agriculture. The Home Department of the Extension Service has a wealth of information and brochures on nutrition, food preparation, freezing and canning procedures.

How about having a home economist come to talk to a group of providers? They are available to plan programs for neighborhood homemaker's groups and there are trained teaching assistants who offer workshops in sewing and batik, crafts, baking, and home decorating.

Other Departments of the Extension Service include the 4-H (see above), and Agriculture and Community Resource Development.

In Worcester County Extension Service there is an expanded food and nutrition program for inner-city residents which offers assistance with new ideas for saving money on foods, using surplus foods, planning meals, food storage, and eating better for less. If you live in Worcester, contact them at 36 Harvard Street, Worcester, Mass. Or contact the Home Extension Service in your



County for information about this and other services.

(8) The Nutritionist in your town for the schools will have information and resources concerning nutrition.

(9) Homemaker Service, 34 1/2 Beacon Street, Boston, Massachusetts 02116.; Homemaker Services (and Visiting Nurses) offer trained persons who have past experience and knowledge of child care, nutrition, and home management.

Resources for Recipes

Books: There are a huge variety of cookbooks to browse through. Many come in paperback now, if you are interested in buying them. Libraries also have a good selection, so you can just borrow them.

(1) One family day care provider especially recommends Adele Davis' *Let's Have Healthy Children*, for a health-foods approach to nutrition for children and pregnant mothers; this is found in paperback.

(2) Another recommends Bernard LaPlante's *Diet for a Small Planet*, because it has such great recipes for meatless, protein-plentiful dishes.

Everybody has his or her own likes and dislikes and can pick and choose among cookbooks accordingly.

Magazines: Magazines are available in supermarkets and often have an abundance of recipes and menus. Sometimes the recipes will be broken down according to food costs and nutritional value. Following are a few examples.

- (1) *Family Circle*
- (2) *Ladies' Home Journal*
- (3) *Woman's Day*
- (4) *Parent's Magazine*
- (5) *Redbook*

Supermarkets also produce weekly circulars with meal-planning suggestions and sometimes recipes.

Newspapers: Check your local newspapers for good inexpensive nutrition. They will answer your requests for specific recipes.



Food Trips in the Community

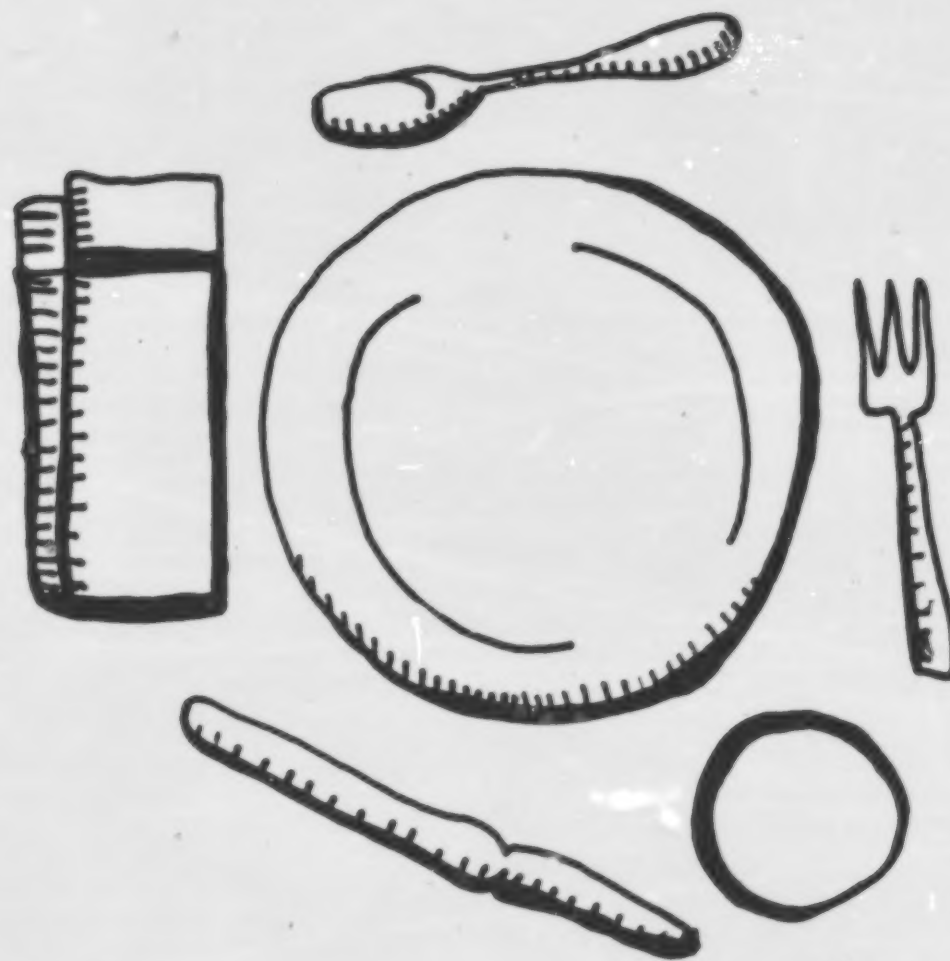
Food trips help children discover where the foods they eat come from. A call ahead is good to arrange a trip that will be thorough (maybe you can see the back of the supermarket where the trucks unload, or pick your own strawberries, if you ask ahead of time). Explain to the children where you are going and what you might see. Following are some places to visit:

Apple orchard or a downtown open air market, chicken or turkey farm, meat markets, fish markets, a food coop, shopping at the grocery store or variety store on the corner, and vegetable stands (especially one that is right next to the field where things are picked).

Mrs. A says she constantly tries out new ideas of where to take children. It is important to listen to others, but also have your own ideas about where to visit. Everyone has great ideas!



A Natural Learning Place



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A NATURAL LEARNING PLACE

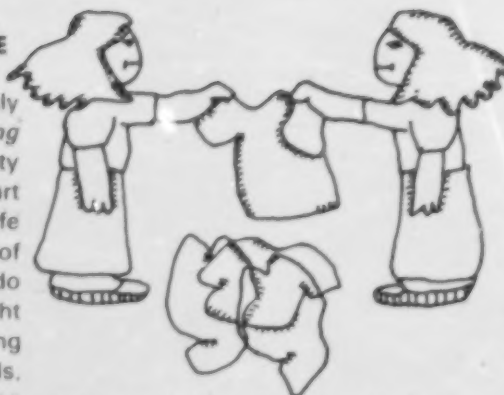
Young children learn most effectively through their "work," through *doing* things. There is a lot of opportunity for children in the home to take part in "real-life" experiences. By real-life experiences we mean those sorts of activities that adults and children do everyday in the home. These might include: cleaning the house, making beds, doing dishes, preparing meals, shopping, growing things, fixing things, and so on.

Young children watch adults do these things and, by watching, they learn how to do them. If they participate in the *doing* with you, the activity becomes even more meaningful. It may even cut your time doing chores after they get the hang of being helpful.

Hints for Home Learning Experiences

An important thing to remember is that little helpers can do a good job and do it happily if it is a job that they can successfully complete. Don't expect perfection — "If you do, don't try it," one provider warns. "They (the kids) haven't been at this as long as you and don't have the experience yet."

Start with very small, easily accomplished tasks, and "give plenty of PRAISE and mighty little criticism!"



Infants don't really have to be excluded in the work. They can watch nearby from a playpen, seat or stroller, and see what happens. Or, how about giving them a household tool to touch and explore (plastic spatula, wooden spoon, soft cloth, etc)? A lot of infants' learning is through feeling — They can learn about your work utensils by watching you and touching.

Toddlers really are fun to have as helpers. They are very much caught up in the movement of cleaning and will walk around gaily waving their dust-cloths in the air. They can help pick up and put things back, if you tell them where. Toddlers are learning what things are and where they belong by doing this. They are especially good at putting things in paper bags and closets, although they might take them out again, too, to see what it's like.

SOME HOME ACTIVITIES CHILDREN CAN HELP WITH

Dusting

Little hands will eagerly dust off furniture. They will pick up and put back too, especially if you make a game of it. How about a bag or a carton with a picture glued on depicting the sorts of objects which belong in there (dolls, games, paper, etc.)? This is a good matching game.

Sorting Laundry

This is a good way to learn colors, textures, and how to put things in different categories. Mrs. H has a left pile of white laundry and a right pile of colored laundry. Everyone stands around in a circle and decides what goes in what pile, and why. The older preschoolers enjoy this! They also like to count how many in each pile.

Washing (Woodwork, Counters, Floors, Chairs)

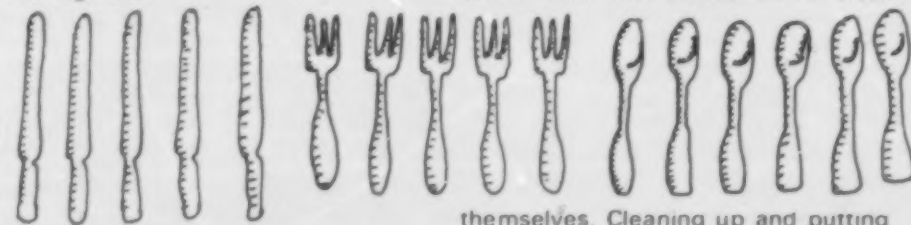
With a sponge, rags, and a small dish of soapy water, the children can help mop and scrub. Show them how to wring out the sponge and rags, how to scrub and rub, how to mop up spills, and the washing will be easier for you and a learning experience for them.

Sweeping and Vacuuming

These are good activities for using some of that energy (especially on a rainy or snowy day). You can use

child-sized brooms (that might also be used for dramatic play) or you can make a small broom by cutting off the handle of an adult-sized broom (be sure to sand the edges). It takes some coordination to learn to sweep dirt into a pile and then to pick it up. With a little patience from both of you, the dirt will make it to the right place.

The Vacuum is a very noisy and mysterious machine for young children. It may be frightening for some of them at first. Try to explain how it works and where the dirt goes. It's fun to turn it on and off for toddlers, and they love to "help push." The preschoolers can help run it; try the small furniture nozzle at first, as it is more manageable.



Setting The Table

This is especially popular with the threes, fours, and fives; they learn what utensils are needed in order to eat the food. Ask them: "What do we need if we are having XXX to eat?" "How many glasses, plates, spoons, napkins, etc., do we need today?" This is learning in a practical manner how to count and to problem-solve.

Help them figure out how to find things they might need. One family day-care provider has cut out pictures from magazines of objects and pasted them on the drawer or cupboard where the objects are to be found. The children can go looking and then discover where the things are kept. Later on, the written word of the object will be added under the picture, as a follow-up. This is a good pre-reading experience.

Cleaning Up

The picking up that occurs after eating or after an activity is an important part of the experience. There is a great book called *The Man Who Never Washed His Dishes*. We all know that the dishes don't clean

themselves. Cleaning up and putting things away gives us a sense of orderliness and knowing where things can be found.

An adult certainly can't expect a child to *always* pick up after himself — it's something we all have to acquire, unfortunately. A lot of praise and making the activity gay (singing what you are doing, or a song like "Whistle While You Work") helps it go better.

Washing Dishes

This type of work is ideal, both because it involves helping and also because it is a good excuse for working with WATER — a real favorite pastime.

If you have non-breakable pots and pans and tableware, there is no cause for worrying about breakage. You may find that it takes a LONG TIME to help wash, since it is so much fun.

Little hands can help dry the dishes too — an activity that requires concentration and using small muscle skills.



House Painting With Water

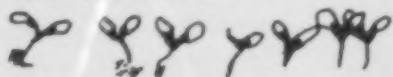
This activity can be both a form of washing and painting. All you need is some water in buckets, and some different-sized paint brushes. On a sunny day you can paint the outside of a house, a play-house, an outside shed or a wall, the sidewalk, etc. On a cold winter's day, you can paint windows and woodwork (spread plastic drop cloths under the area to be "painted" and supply some painter hats).

Building and Fixing Things

Little helpers while you build are learning a lot about how things work. They can watch, hold tools for you, and help measure. Or, they can hammer on a board alongside you as you work. Help them learn about the tools (their names, what they do, what they are made of).

There is a type of heavy cardboard called *Triwall* which you can use to build all kinds of inexpensive equipment for your home (cubbies, sandtables, tables, storage, etc.). For suggestions of triwall things to build, send for information from the Workshop for Learning Things, 3 Bridge St., Newton, MA.

When the electrician, plumber, or phone man come to FIX THINGS there are always a lot of interested little people right under his feet. It is important to explain what is being done and why. Fixers in the home provide an excellent opportunity for young children to learn about the different professionals and what they do (the plumber works with pipes, the electrician works with wires, etc.). Watching someone fix something is good practice for enlarging your concentration span. Also, it is exciting when someone new is in the home to watch and talk with.



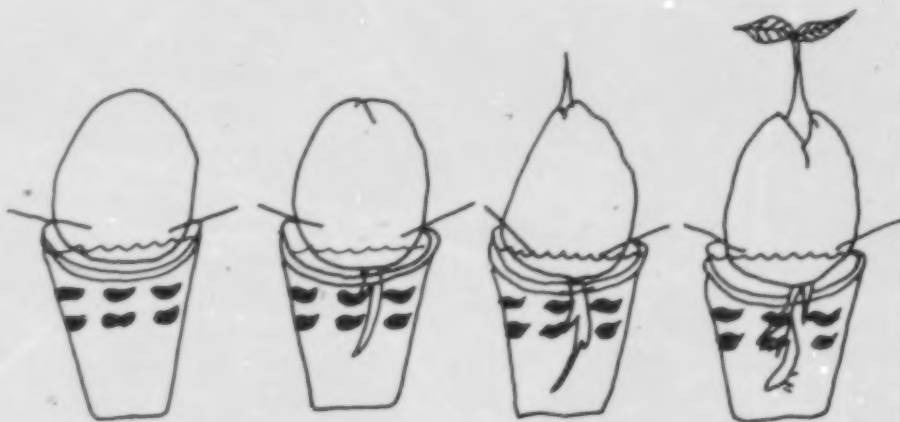
Growing Things

This is really an involved activity, whether it's planting inside or outside.

An OUTSIDE garden needs planning, and the children can help. Mixing the soil, testing it (litmus paper is a type of paper to determine acidity in things), finding and buying seeds — there are lots of decisions and things to do. Some questions to be answered might include: "Where can we find seeds?" "What do we want to grow?" "Fruits?" "Vegetables?"

"Flowers?" "What makes these things grow?" The project can go in any direction and can involve a limitless number of questions, activities, and trips.

How about a Winter garden? With a sunny window and a little luck, children can grow delicious vegetables indoors in the winter. Lettuce, sugar peas, even cherry tomatoes can grow, brightening up drab winter days with color and providing delicious snacks and salads.



To plant, just get some potting soil, put it in small flower pots, paper cups, cut up quart milk cartons, or any other convenient holder that is at least 2½ inches deep and has drainage holes at the bottom. Plant several seeds per container and then put them into drainage-catching trays made from ½ gallon milk containers cut horizontally.

Place these trays in a sunny window for vegetables which produce fruit (tomatoes, peas, etc.). Lettuce, chard,

beets, and carrots can go in a window that gets strong light (but not necessarily direct sun). Keep the seedlings moist, but not too wet.

When the seedlings have produced six leaves, transplant them into pots at least 6 inches deep and feed them every 2 weeks with fish emulsion, (fish nutrients) If you are growing tomatoes, keep the plants next to each other so they will cross-pollinate. If sugar peas is your thing, make a string trellis for them to climb.

One family day care provider planted with the kids at her house, and then went to Granpa's garden to transplant the seedlings. All summer they would go over to help Granpa water and tend the plants. This was a good way to combine gardening and seeing Grandpa work in his garden.

Some Other Things To Grow At Home:

Some simpler gardening involves cultivating roots and stems from vegetables and fruits. Many vegetable and fruit seeds will grow if placed in water until roots grow, and then they can be transplanted into larger pots. These include carrot tops, pineapple tops, citrus seeds (grapefruit, oranges, lemons), and some pits from peaches, plums and prunes.

How about growing a leafy potato plant? Put three toothpicks into the middle of a sweet potato or yam and

place it in a jar of water. After a few weeks the potato will grow stems and roots. It can be transplanted into a large pot and will grow into a large, leafy plant.

An avocado makes a good plant. Plant an avocado seed in water with three toothpicks stuck in the sides to hold it up in the jar. Put it in a sunny window. After a couple of weeks, stems and roots will grow. A family day care provider says that she had to try this a few times before she had a two-foot high beauty of a plant.

Resources:

"Midget" seeds or "Burpee" are good bets with children and can be found at nurseries or ordered from seed catalogues.

Seed catalogues have lots of pictures for cutting out and pasting after you have used them for ordering seeds.





You can make a book about flowers or vegetables that you have grown with the pictures and some children's drawings.

There is a free book put out by Chevron Chemical Company which gives detailed suggestions for gardening (indoors and outdoors). If you want to introduce your children to the joys of plants and need some hints, write to:

Chevron, Public Relations
200 Bush Street
San Francisco, California 94120

Also, ask for a copy of "A Child's Garden."

IMPORTANT HOME LEARNING HAPPENS ALL DAY LONG

A lot of learning is happening all day, every day, in the home. It is not always planned. As you walk into the



living room you might straighten a picture on the wall. A child will ask about what the picture is. You can talk about why people hang pictures in houses, what kind of different pictures there are, what the picture looks like (even what it looks like upside down, sideways, as well as right-side-up). A young child is curious. A home gives a lot of opportunity to examine things in a natural environment.

Or, a four-year-old might help a toddler push a wagon. By giving the older child some suggestions on how not to push too fast because the toddler can't walk as well on his unsteady legs, the four-year-old learns more about toddlers. He also feels important, looking out for the little guy.

Have you ever thought about how many different roles you show the children during the course of one day? You are a housekeeper, a mother, a cook, a shopper, a gardener, a nurse, a neighbor, a teacher — to name a few. The children observe you

and imitate the many roles you show them and, thus, better understand their world.

Have you ever considered how a home promotes independence? Free access to the toilet when you need to go helps develop self-reliance in children. Being able to turn on faucets and pour and fill cups and containers all by oneself is a really good activity for fostering independence. It helps develop a sense of responsibility and caring for the home.

Homes don't have to fabricate realistic experiences for children (the way schools sometimes do) because the experiences are already there in a natural state. The learning possibilities are endless in a home. Children pick up on this, adults can too. The excitement in discovering things around you is really contagious!

Resources For Learning



33

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48

49

As a child grows, he matures and learns. During the first years, a child develops by leaps and bounds; he is learning about as fast as his body is growing, if not faster. He is learning about the world and working through his relationship with it.

This learning process is *non-stop*. A child learns *all of the time*. Most family day care providers will agree that it is a beautiful and fulfilling experience to see and participate in a child's learning.

In a family day care home, a child finds a nurturing environment that is unique. He has the opportunity to experience many important things: tender, loving care from an adult, respect as an individual in a group, meaningful relationships with adults and with other children, an informal environment with familiar routines which help order his world, and a variety of things to do that are stimulating and fun.

Family day care providers facilitate the child's learning in the home in a variety of ways. Family day care homes provide a natural informal place where the child can learn and grow at his own pace and according to his individual needs. Family day care providers participate in the learning of a child. Adult response to learning has a lot to do with how the child sees the learning experience.

But it is not hard for adults to get excited about a child's first steps. Learning is contagious!

Family day care providers can offer *appropriate* (not too hard, not too easy) *materials* and *activities* for the child at his age and developmental level which makes learning meaningful.



THE RIGHT TOY AT THE RIGHT TIME

Children at different stages of development approach the same activity differently. For example, take a box and place in it assorted objects, such as different pots, pans or utensils:

—the baby or toddler likes to put things in and out of the box; he is learning to handle various objects. Ask him, "What is this?"

—the three-year-old will identify two similar objects; he learns to recognize them by size and shape. Ask him, "what is this? What shape is it? It is big? Small?"

—the four-year-old will identify two similar objects; he learns to arrange them by (1) their use, and (2) their make-up. Ask him: "What is this? Is it for cooking? Sewing? Building? What is it made of? Plastic? Metal? Wood? Is it different from that one? How? Do you know what color it is?"

Almost any material can be a learning experience for a child. Materials have properties like weight, size, volume and touch for a child to learn about — things an adult sometimes takes for granted. Kids often drop hints as to what is too hard or too easy for them; the trick is to *watch* and to *listen*.

For every child, every sense is an avenue for learning and every sense needs to be used. This is how he or she will acquire skills, learn to make choices, and grow in ability and competence.

ACTIVITIES FOR PLAY

Here are some ideas for materials and activities for children of different ages.

Infants

A play world exists everywhere, even within the confines of a crib. An infant does a lot of looking at things in order to see and to find out about his world. Some possibilities of *things to look at* might include:



Reflective Objects a plastic mirror will delight a baby; or, show him the in the bathroom.

A mobile with shiny objects or pieces of brightly-colored flannel on a hanger is nice to look at; look at it from a lying-down position to get the full effect (the way a baby would see it) before you hang it up.

A string of beads stretched across the

crib — how about letting a four-year-old string them for the baby?

A cradle gym is very useful. After looking at it for awhile, or hitting or kicking it, a baby may pull himself up with it. You can make a cradle gym with a string and a long tube; put the string through the tube and tie the string to each side of the crib; hang things from the tube like spools, beads, or bells.

Bells, or things, that swing against each other and make interesting sounds for a baby.

Your face — babies love to be smiled at, talked and sung to.

Infants like to grasp things and learn that they can make something happen to objects.

Action Objects: Rattles, plastic nesting cups (which a baby can take apart and put together later on), squeeze toys that make noises and give him a sense of power because he's making

a sound, soft animals to touch, small balls that roll. (Orange juice cans with taped lids are great fun for rolling and trying to catch.) Infants will listen to sounds and try to sort out what makes what sound.

Sounds: A record player or music on the radio are good for listening; singing by you, or children, is loved by babies; music boxes are also a favorite with infants. Infants are learning

to respond to other people. There are some games that are simple which you can play with a baby.

Games: Singing and talking to babies as they are being fed, changed, or just sitting, are great fun; peek-a-boo, singing pat-a-cake, and clapping hands; imitating sounds the baby makes and responding with surprise as he imitates you is a favorite game. A baby of about 8 months or so will begin to make his own games. It helps him if you enlarge upon his creativeness; put toys within reach — he will start to grasp and throw things. Throwing a rattle on the floor is a favorite for babies who will get tired of it long after an adult does.

Around the age of 12-15 months babies love to fill and empty things. A large milk carton cut in half makes a fine bucket or pot. A kitchen cupboard that is low is fun to pull pots in and out of, for this age.



Toddlers

Older babies, of about 15 months to 2-½ years of age, are learning to balance, walk and talk. They are always on the go and life is a constant adventure — for both you and the toddler.

Some Playthings for Toddlers: Balloons and soft balls are fun to chase after and try to catch. Toddlers love to push and pull toys, small wagons and push carts. They will climb in and out of a stroller and "help push."

Large cardboard crates are also great fun to climb in and out of; large cardboard tubes can be crawled through.

Large trucks are good to sit on and ride.

Nesting eggs or cuts can be taken apart and put together.

Plastic jars that have tops which screw and unscrew (or, try putting beads in them for noisemakers to shake). Covered containers have many uses upright. The covers can be pulled on and off. Slits or holes can be cut in the top for dropping in things. They can be stacked in towers, rolled, etc. (orange juice cans, soup cans, vegetable cans are all great — make sure there are no sharp edges).



Old magazines to look at and name things. How about making a scrapbook of animals and their babies for a toddler?

Soft cuddly animals to comfort.

Construction toys, such as blocks (these can be made from soft lumber — see preschool toys).

Toy telephones, which encourage a toddler to talk. Mrs. B says that she had a child who speaks in garbled language with the toy phone; when she asked the child's mother about this she learned that the mother spoke with the grandmother in Armenian on the phone. Don't be surprised if you hear yourself when the toddlers speak on the phone!

Dolls and play-house equipment, such as a set of dishes and some water, for beginning housekeepers.

Playdough.

Bean-bags are made simply with birdseed and cloth. Just buy a sack of birdseed and bake it 15 minutes at 250 degrees to sterilize it. Then cut out squares of dacron or cotton (the older children can help with this), and sew.

Activities For Toddlers:

- (1) Music, dancing — favorite past-times.
- (2) Peek-a-boo behind cloth, your hands, books, is fun.



(3) Playing with water (filling plastic cups, bottles, pots and pans).

(4) Playing with sand and spoons, shovels, and pots.

(5) An instrument panel (found in thrift stores, or make your own), with switches to turn off and knobs to turn. This saves your TV.

Preschoolers

Preschool children will use some of the toys and activities enjoyed by toddlers, but they will use them in different ways. They will need additional materials to stretch their thinking.

Make Believe: Preschool children learn a lot through dramatic play and role playing. They act out roles of people (parents, doctors, firement,



nurses, anyone they happen to see), and by this have a better sense of what these people are. By becoming dogs, children learn in their way. Dramatic play serves another purpose as well: it allows the child to try out ways of behaving that are difficult in real life. It can be a way of working through emotions or otherwise unacceptable behaviors, as you see when a child spansks a doll. It can also be a way of examining feelings about experiences they have had or wish they did have. For instance, after children have seen a fireman or a fire, or heard adults talk about one or seen one on the TV, playing fireman may be a recurrent theme in their dramatic play. Or a shy, quiet child may build confidence for trying a new activity by playing "giant" or "strong man" (or woman), or the "leader." Such practice gained in "make believe" carries over to real life in important ways.

Some Ideas For Dramatic Play: Plastic dishes (or old dishes), pots and pans, a cardboard box turned upside down for a table, an eggbeater, some towels — these are good things for a kitchen scene.

A cash-register, empty cans (save the labels), egg cartons, some paper money (you can make this), or exchange items such as electrical slots, pegs, golf tees, popsicle sticks — help start a store.

Old letters and boxes with some old stamps, a uniform and an old leather bag, a mail box — help a good mailman.

An old garden hose, hats and cardboard boxes — make it fun to play fireman. How about visiting a nearby firehouse to really "spark" the play?

Large appliance boxes for stoves and refrigerators for setting up a make-believe house, with some clothes for dressing up (shoes, pocket books, wallets, scarves, hats of all sorts, jewelry and a half-slip for formal attire, glasses, gloves, aprons, white coats for bakers, nurses and doctors, a mirror and a clothesrack for props — these will set off a lot of different types of play.

Some Ideas to Stimulate Creative Experience: Preschoolers love to make things. They express themselves through drawing, crayoning,

painting, sculpture, and putting objects together in many ways. Lots of encouragement about what's being made is helpful.

Sometimes a picture tells about a specific topic (the home, a trip, a new baby). Or, often a creative expression helps a child to "say" what he can't talk about. Sometimes it's "just a picture" and that's all.

Be honest in your appraisal of a young child's work; preschoolers know when you're "putting it on too thick." Don't overdo your praise.



Collage: Collage involves gluing things to something else; all you need is two or three different materials (to glue) in some containers on a working table, some glue, and some brushes (or Q-tips) and something to glue on (paper, cardboard pieces, styrofoam, toilet paper rolls, cottage cheese lids, etc.).

Materials to glue with might include: straws, cut-out shapes, buttons, egg shells, string or yarn, feathers, wood chips, sawdust, sand, macaroni, sequins, foam rubber, cork, beans and seeds.

How about taking a walk outside to collect **NATURAL** collage materials — leaves, sticks, pine cones, seeds, feathers, sand, rock, sidewalk treasures and other goodies.

Painting: It seems that everyone has a different recipe for making paints; here are only a few:

(1) There are commercial paints found in art-supply stores, hobby shops, department stores, etc. These are already mixed and usually expensive.

(2) Powdered tempera is inexpensive and goes a long way. It can be found in art-supply stores and some department stores. Look at the directions on container for mixing procedure; you will need to add water and liquid laundry starch.

(3) A thick paint can be made by mixing powdered tempera to a thick mixture of soapflakes and water. This is a good fingerpainting concoction for toddlers. Mrs. F uses this as a fingerpaint in the bathtub with toddlers and preschoolers. After the painting is finished, you wash everything (kids, equipment, and the tub), and then have a bath.

(4) Starch paint can also be made as follows: 1 cup liquid laundry starch, 6 cups water, ½ cup soap flakes and tempera or food coloring. Dissolve the soap in water until there are no lumps; mix well with the starch; color with tempera or food coloring.

Brushes: There is a variety of things to paint with. Brushes with thick long handles for little hands to grasp, fingers, sponges (cut in different sizes or shapes), eye droppers, straws (blow through them to make paint move).

Paint Containers: Improvise by using tin cups, old muffin tins, egg boxes, cottage cheese or yoghurt containers, orange juice cans, etc.

Paint Surfaces: These might include paper (newsprint is cheap), burlap, shiny shelf-paper, wax paper, cardboard, styrofoam. Observe how the paint is absorbed with the differ-



ent textures. An easel can be made by fastening a large sheet of plywood with hinges to a wall so that it swings down.

Hints for Painting: Old shirts make good "cover-ups" for young artists. Some paints are hard to wash off, and some colors, such as red, are usually hard to get off clothes. Make sure the children don't have on their Sunday

Best with these paints.

Mrs. B made an art gallery with her kids. They hung special paintings on the walls, or even a refrigerator with magnetic hooks, makes a good hanging place. She helped the four and five-year-olds write their names on their paintings and the older children wrote the toddlers' names on their creations. Then the eight-year-old



helped frame the works with construction paper and put paper hooks on the back so that they would hang. Parents came in and looked at the paintings. The children also went with Mrs. B to an art museum to see how other galleries look.

Another provider makes notebooks of each child's creations with him or her.

They back them with construction paper or newspaper and then present them to parents on Mother's Day or on birthdays.

How about a neighborhood art show with the older children? They could organize (with your help) to show their art work and their friends' work and the neighborhood could view them.

Playdough: Toddlers, preschoolers, and older school-age children will play with this stuff endlessly. To make it you need:

2 cups flour
1 cup salt
2 tbsp. vegetable oil
½ cup water
food coloring

Mix all together and knead for a few minutes until thick, like cookie dough. You may add the coloring either by mixing a few drops of color with the water before adding the water, or by adding a few drops of color to the dough-mixture for a rainbow, swirly effect — and then knead it in.

Dough keeps well in a plastic bag. Some put it in the refrigerator.

Other Modelling Doughs: Peanut Butter Playdough: Mix peanut butter, powdered milk and honey until they are of a consistency for modelling. This is good to make things that you can eat.



Baker's Clay: This can be made in large batches. The proportions are 4 parts flour, 1 part salt, and 1-½ part water. Mix well, until the dough is stiff. Then shape things with it. This dough isn't very good to eat, but you can let it dry or bake it in a very slow oven for an hour or so and then paint it, for some interesting effects.



Some good tools for modelling dough include forks, rolling pins, pencils, shells, leaves, twigs and toothpicks, and blunt knives.

Snow Dough: Snow is a delightful and free (and sometimes plentiful) material. Exploring snow in the comfort of the house is a cozy winter activity. A good way to deal with it is to offer a large tub or dishpan of clean snow on a waterproof surface — an old plastic tablecloth or shower curtain spread on the floor is ideal. The children can help collect the snow. Supply them with a variety of containers and kitchen utensils. Frozen pot-pie pans are good to use as cookie cutters, jello molds, measuring cups and spoons. Let the kids pack the dishes with "cakes and pies." Expect that they will want to taste each other's bakery delights. If you want, you can add food coloring and brushes to the activity so that the children can decorate their creations. As a special treat, cake decorations can be added. Older children may guess the way to "keep" their pies; that is, put them back in the big refrigerator outdoors.

Mrs. A says her children wear their mittens while modelling!

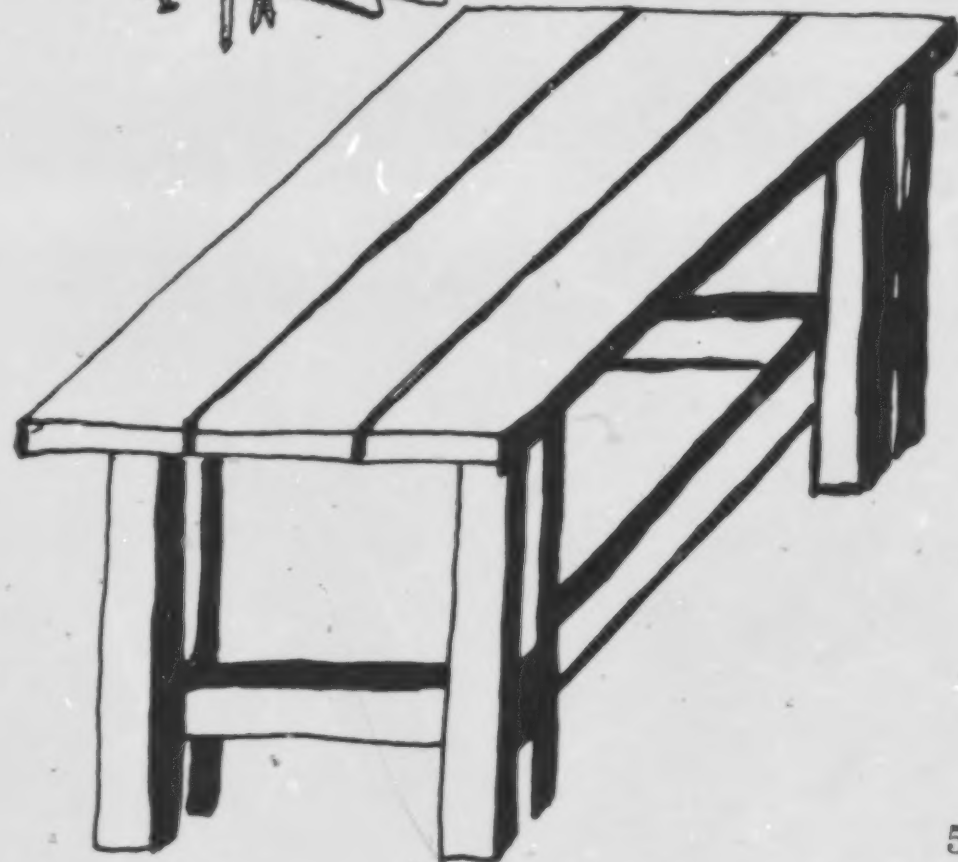
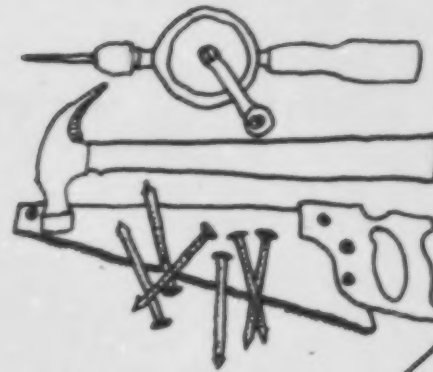
Mrs. S says making colored snow waterfalls outside is fun. Add food coloring to snow and water in the driveway, gutter, near a drain, or on a hill and watch it flow.

Soap Crayons: Another idea for play in the bath are soap crayons which can be easily washed off walls and bodies. Older children might like to use these for make-up. To make these mix one eighth cup water with a little less than 1 cup of Ivory soap flakes. Stir until soap and water have a smooth thick paste and add a good deal of food coloring to the paste. Then press the mixture firmly into a mold, such as plastic ice-cube trays or popsicle molds. Let dry in a warm place for 1-2 days, until the paste is hard, and then remove from the tray. This is the type of graffiti you can erase afterwards!

Wood Working A good activity for letting off steam. Supply the children with tools and materials such as scraps of wood (free at lumber scrap piles — look for pine, which is soft), hammers (you can get light-weight hammers at hardware stores), nails, sandpaper, screwdrivers, screws, drills, planes, vises and a hand saw (if possible), pieces of corrugated cardboard, styrofoam, spools, aluminum foil, wire, and anything you can think of.

A workbench can be made or a board on the floor (2' x 2') covered with carpet scraps to muffle sounds works fine. This can be used indoors and outdoors.

Blocks Preschoolers really enjoy



block play. Without much effort or expense you can make a set of blocks. Remind the children blocks are to take care of, and not to hammer on.

(1) Pine Blocks Pine is a good wood for wooden blocks; it is relatively inexpensive and easy to use, does not splinter, and sands easily. Just cut up some 2 x 4-inch pieces in varying sizes. This is a joint project that you and the children can do, with you cutting the blocks and the children helping to sand them smooth.

(2) Box Blocks Boxes with lids (showboxes, stocking boxes, food packages, etc.) can be taped shut to make giant building blocks. Egg cartons and milk containers also make good blocks. You and the children can decorate these with drawings.

(3) Tin Cans Tin cans (coffee cans) with plastic lids also make good blocks; glue the tops on.

Tin cans also make good *stilts* (the juice can variety). Older children can help the younger ones and you make these. Punch holes on opposite sides of large juice cans (on a closed end). Put a piece of rope about 5 feet long through these holes and tie the ends together. Make two of these, since you have two feet. Stand on the cans, hold onto the rope, and walk slowly at first, as they wobble.

Games: Playing games and finding out about rules is an important past-time for young children. Some games include:

—puzzles

—lotto is good for matching objects; you can make your own lotto games by cutting out pictures to match or by drawing numbers or letters and matching them with cards of numbers and letters.



—Candyland and Winnie-the-Pooh are favorites

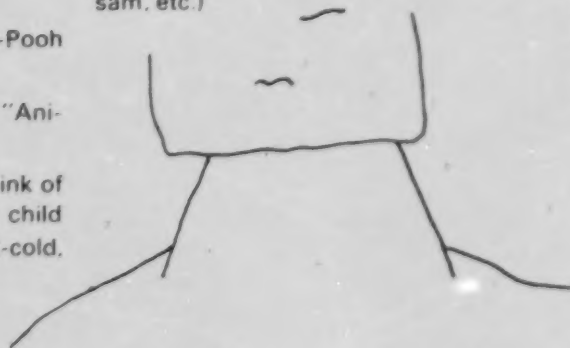
—card games like "Go Fish," "Animals," "Birds," and "Fish"

—the "Opposite Game;" you think of something and say it and the child must think of the opposite (hot-cold, sunny-?)



—the "Riddle Game;" you think of something and give a hint and the players must guess ("I'm thinking of something that is blue and has wings?")

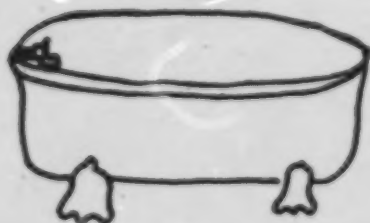
—the "Guess What The Smell Is?" game; assemble a collection of any of the following and have the children cover their eyes and guess what it is by smelling (cinnamon, vanilla, cloves, tobacco, tea, perfume, pepper, vinegar, talcum, mint, peels of lemon and orange, onions, garlic, balsam, etc.)





—the "What Does It Feel Like" game; put a number of different objects in a bag and try to guess what they are by feeling, before pulling them out — vary the textures (metal, plastic, wood, soft and hard, etc.)

—the "What Floats, What Sinks" game; experiment with a variety of objects in water. Try to guess whether the object will float or sink before placing it in the water (soap, empty milk cartons, utensils, an egg, pieces of egg cartons, pinecones, straws, stones, sponges). Ask: What



is heavy? Light? Will this heavy thing sink? Or float?

—the "Toss" game; try tossing large colored buttons, spools, crumpled newspaper, etc., into a box. The skill of tossing becomes a game if the child can get them all in, get in more than you, count what he or she gets in, etc.



—the "Stick and Hat" game; put a hat on the top of a broomstick or a long tube. Children can try to knock it off by throwing sponges or other light objects. The height of the stick can be changed to make it harder.

—a "Bowling Alley;" set up a number of cartons in a hallway or a driveway and have the children try to knock them over by rolling small or large cans or softballs.

How About The After-School Child?

The older child coming from a day at school has individual needs too. Often it is helpful to provide some sort of transition between the home and school. A hug and a smile, a few moments for talking about the day, is good to ease him into the new situation. And a snack, too, as he will be hungry.

A lot of after-school children come in saying "What's there to do?" With a little planning, there are plenty of answers. Sometimes activities that a child can choose help to balance out a day in school where his activities are pretty well chosen for him.

There are activities in the home that the older child will enjoy doing. Be ready and willing and able to sit and look at his work, or just listen to him for five minutes or so — he needs this.

Some long-term continuous projects can be picked up by the child after school, such as:

- model cars, boats and airplanes to put together
- scraps of wood, hammers and nails for woodworking (with some paint to finish the creations with)
- paints, crayons, chalk, paper
- clay and modelling materials

—cardboard scraps for drawing on or burlap to paint on

—construction paper to frame paintings or to make things

—a garden to work in

—a weather chart to note temperatures and weather daily

—a wind barometer

—table games (checkers, jigsaw puzzles, cards)

—a carwash in the warm weather (your car, the neighbor's)

—a play to put on for the younger ones (make the costumes and sets)

—collections (butterflies, rocks, shells, you name it)

—community groups or classes at the local YMCA, YWCA, or other local civic or religious organizations

—storytelling at the local library

—if space permits, how about a fort outside?

Some activities might call on his ability to be responsible, such as doing a special task with the younger children which you feel he is good at. Not a demanding one, but one he feels good about (playing catch, playing traffic man perhaps).

LOTS OF EXERCISE is sometimes in order after a day of sitting at desks. Be prepared for this.

BOOKS AND READING

Reading With Children

Reading is:

—a time to sit on laps and be cuddled;

—a chance to learn new words, new ideas, new concepts;

—a time to tell about what you've seen or done (a book about a *storm* on a stormy day gives everyone a lot to talk about and relate to);

—a way to help sort out feelings (*A Friend Is Someone Who Likes You* is a good book for helping with this —

—a good way to stir your imagination and transport you to the make-believe;

—a chance to participate, to help turn pages, make sounds of animals, trucks, people, fill in words you already know, act out the story — you name it.

Reading really is an enjoyable time in many ways. Don't worry about your reading ability. The children won't care. The story you like will come through to them the best.

Mrs. R made a book with her children:



Tommy had an elephant friend that he talked a lot about. I knew that kids like to have a friend who is make-believe to talk things over with, so I wasn't too upset. I was amused, when Tommy said his elephant friend wanted to visit some zoo elephants. We all took a trip to the zoo where children could feed peanuts to the two elephants that lived there. When we returned home, Tommy and the other kids drew pictures of the zoo and of our trip in the bus. I wrote down under the pictures what the children said about them and then added a few sentences of my own to piece things together. We put the pages in a spiral notebook and it's one of our favorite stories to read.

You can also make books by cutting out pictures in magazines and making up a story about them. Older children like to write and illustrate comic books. You might find some old copies in thrift stores that can be cut up and used for ideas.

Mrs. M says check at your library for editions of books in other languages (Spanish and others) that might be

more meaningful to you or to the children. Libraries also have children's books that are specifically about children of different ethnic, racial, or religious backgrounds — these are good to read.

Some people interested in sex-stereotyping in children's books have written about and suggested books that don't tend to perpetuate the



traditional male-female images. *The Women's Yellow Pages* has a good resource list for this (see reference to this under Child Abuse and Neglect).

Suggested Books Here are some suggested books that children chose to read again and again. Look for these, and many others, in your local library. Don't forget some favorite stories are made up by you or stories about you. Children really love these

FOR THE SCHOOL-AGE CHILD (6-9 years, approximately;)

—Caudill, Rebecca, *Did You Carry The Flag Today Charley?*

—Guilfoile, Elizabeth, *Nobody Listens To Andrew.*

—McCloskey, Robert, *Lentil, Homer Price.*

—Suess, Dr., any of these they can now read by themselves.

—White, E. B., *Charlotte's Web.*

—Wilder, Laura, *Little House In the Big Woods.*

—Wood, Lynda, *The Biggest Bear.*

The librarian at the library can probably help the school-age children find books they might like. Check with her.

FOR VERY YOUNG CHILDREN (up to preschool age)

—Flack, Marjorie, *Wait For William, Angus Stories.*

—Gregor, Arthur, *Animal Babies.*

—Keats, Jack, *The Snowy Day.*

—Krauss, Ruth, *Bundle Book, Whistle For Willie, The Carrot Seed.*

—Kunkle, Edward, *Saturday Walk.*

—Wright, Blanche, *The Real Mother Goose.*

—Yashima, Taro, *The Youngest One.*



FOR PRESCHOOL * CHILDREN

(approximately 3-5 years)

—Anglund, Joan, *A Friend Is Someone Who Likes You*.

—Bemelmans, Ludwig, *Madeline Stories*.

—Brown, Margaret W., *The City Noisy Book, The Country Book, Good-night Moon, The Runaway Bunny, The Dead Bird*.

—Burton, Virginia L., *The Little House, Mike Mulligan and His Steam Shovel, Katy and The Big Snow*.

—Daugherty, James, *Andy And The Lion*.

—DuBois, William, *Otto In Texas*.

—Eichenber, Fritz, *Dancing In The Moon*.

—Flack, Marjorie, *Ask Mr. Bear, The Story About Ping, Angus*.

—Gay, Wanda, *Millions of Cats*.

—Golden (publishers), *Great Big Car and Truck Book*, others.

—Johnson, Crockett, *Harold and the Purple Crayon*.

—Krauss, Ruth, *Bears*.

—Lenski, Lois, *I Like Spring, I Like Summer, I Like Winter, The Little Auto, The Little Airplane, The Little Fire Engine, Papa Small*, and others.

—Lionel, Leo, *Inch By Inch*.

—McCloskey, *Make Way For Ducklings, Blueberries For Sale, One Morning in Maine*.

—Minarick, Else, *Father Bear Comes Home*, other Bear stories.

—Munari, Bruno, *Bruno Munari's*

ABC World.

—Newberry, Clare, *T-Bone, The Baby Sitter*.

—Piper, Watty, *The Little Engine That Could*.

—Porter, Beatrix, *The Tale of Peter Rabbit*.

—Rey, H. A., *Curious George* books.

—Scheer, Julian, *Rain Makes Apple-sauce*.

—Schneider, Herman, *How Big Is Big?*

—Sendak, Maurice, *Where the Wild Things Are*.

—Slobodkrna, Esphyr, *Caps For Sale*.

—Suess, Dr.; he has really written a lot of favorites.

—Tresselt, Alvin, *And To Think That I Saw It On Mulberry Street, Rain Drop Splash, White Snow, Bright Snow*.

—Waber, Bernard and Watson, Andrew, *The House on East 88th Street*.

—Yashima, Taro, *Umbrella*, and others.

—Zio, Gene, *All Falling Down, Harry the Dirty Dog, Plant Sitter, Summer Snowman*.

—Zolotow, Charlotte, *The Storm Book*.





How about making up your own songbook of "favorites" and some "originals?"



MUSIC AND MOVEMENT

Singing and Dancing.

These are activities that come naturally to us all. Children, in particular, love to sing, to make up songs, to learn new songs, and to sing old ones, to dance about and experience their bodies move.

Mrs. G. says "I don't worry too much about being great at carrying a tune; I know I can't. But I love to sing and make up songs and the children like this and are caught up in the fun all the same."

Great Books For Songs

Here are a few suggestions that are favorites in many homes:

—Boni, Margaret, *The Fireside Book of Folk Songs* (Simon & Schuster Publishing Co.: New York).

—Crowinshield, Ethel, *Stories That Sing* (The Boston Music Co.).

—Landeck, Beatrice, *Songs To Grow On* (Edward B. Marks Music Corporation, New York).

—Seeger, Ruth Crawford, *American Folk Songs For Children* (Doubleday & Co.: Garden City, N.J.).

—Thomas, Marlo, *Free To Be...You And Me* (Ms. Publications); also, there is a record by this title.

Records To Listen and Dance To For Listening:

Burl Ives Sings (Columbia Records)

Mr. Rogers

Songs About Animals, Birds and Children (RCA)

Song and Play Time With Pete Seeger (Folkways)

Birds, Beasts and Little Fishes, Pete Seeger (Folkways)

Sesame Street, Rubber Duckie and Other Songs (RCA)

Picture Book Parade (Caps For Sale, Little Toot, The Biggest Bear, Andy and the Lion Weston Woods)

Rhythm Records:

Calypso Songs For Children (Columbia)

Music of the Sioux and the Navajo (Ethnic Folkways Library)

Spanish Dances (Folkways)

Nutcracker Suite, The Sorcerer's Apprentice, Flight of the Bumble Bee (all classical recordings done by many companies)

For Dancing and Movement:

A Visit To My Little Friend (Children's Record Guild)

Walk, Skip, Gallop, Run, Tiptoe (Children's Record Guild)

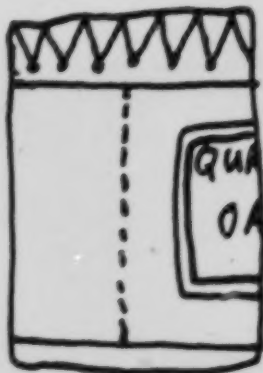
All Aboard (there's one about a trip to the zoo, ranch, farm, and others) (Young People's Records)

Doing The Hokey Pokey (Cricket)

Let's Play A Musical Game (includes "Put Your Finger In The Air," and others) (Columbia)

The Little Fireman (includes "The Little Cowboy," "The Little Hero," others) (Young People's Records)

Children will dance and sing along with any records that are your favorites too. A good variety of rhythms are good for learning to move differently and to discriminate between the different sounds. Mrs. H. says her kids love it when her own teenagers come home and put on some rock records. They all dance together.



Musical Instruments You Can Make

You and the children can make some instruments to accompany yourselves, give yourselves a concert (or some neighbors), or have a parade.

Drums: Oatmeal boxes make good drums. Cover them tightly with some glue or tape, decorate them, and play.

Cymbals: Two pot covers or two tin pie plates make fine cymbals when you bang them together.

Bells: Bells can be strung on a piece of yarn or placed on a wrist or ankle for shaking.

Guitars: You can make a guitar with some string, a 1/2-gallon milk carton, or a piece of wood or cardboard. Cut 5 slits in the top of the milk carton (or on the top and bottom of wood or cardboard). Cut a square hole about 2" x 2" on one side of the carton; wind string around the carton, through a slit and over the hole. Make about five strings. Strum the guitar by moving fingers along strings over the hole.

Noise: Plastic containers (with tight lids and filled with rattling materials such as macaroni, rice, small buttons, etc.) make good noisemakers.

Look in your local library for books and records about singing, dancing and making instruments for children. Or contact a child development pro-

gram in a local high school, community college or university.

RESOURCES FOR LEARNING SOME INEXPENSIVE PAPERBACKS

Association For Childhood Education International (ACEI) *Play, Children's Business* - a guide to selection of toys and games for infants - 12-year-olds.

Bits and Pieces, Imaginative Uses for Children's Learning Address ACEI, 3615 Wisconsin Avenue, N.W., Washington, D.C.

Caney, Steven. *The Toy Book* (Workman Publishing), paperback: how to make simple toys, musical instruments, science toys.

Cobb, Vicki. *Arts and Crafts You Can Eat* (Lippincott), paperback, and *Science Experiments You Can Eat*.

Eliot-Pearson Alumnae Association, Tufts University. *Formulas For Fun*; a pamphlet of good homemade recipes for fun with information of the importance of the activities.

Edmund Scientific Company (EDSCORP Building, Barrington, New Jersey, 08007) They have a free catalogue of low-cost equipment for hobbyists and aspiring scientists. Everything from weather balloons to your own laser beam machines.

Massachusetts Department of Education (182 Tremont Street, Boston, Mass., 02111) *Kaleidoscope*; a free magazine with a list of educational resources in Massachusetts.

National Association for Nursery Education. *Water, Sand, Mud As Play Materials*

Parents As Resources (PAR) (464 Central Avenue, Northfield, Illinois, 60603). PAR is a group of parents who have compiled at least two beautiful books of things to do with "saved" household materials. They have: *Recipes For Fun* (Recetas Para Divertirse, in Spanish), and *More Recipes For Fun*.

Perry Nursery School (1541 Washenaw Avenue, Ann Arbor, Michigan, 48104) *The Scrap Book*; a collection of activities and recipes for preschool children.

Pitcher, S., Lasher, M., Feinburg, S. and Hammon, N. *How Children Learn*; a meaty presentation of ways in which children learn and the materials that promote learning.

Project Headstart (Office of Child Development, Department of Health, Education and Welfare, Washington, D.C.) *Beautiful Junk*; a pamphlet with suggestions for outdoor play. Available from: National Association for Nursery Education, 155 East Ohio Street, Chicago, Illinois.

These pamphlets and paperbacks should be available in many bookstores (and some libraries) unless an address appears with them (in which case you'd better send for them).

These are only a few. There have been really lots written on this subject, and they keep on coming out. Ask around for other peoples' favorites. One group of day care providers put together their own.

The Community And You



51

5



The community in which we live has so many resources for young children and adults. It offers places to go, people to help, and materials to scrounge, to name a few.

PLACES TO GO WITH CHILDREN

Young children love to get out and go places. Errands which might seem ordinary and routine for you are adventures for them. Even going to pick up some milk down the street or some vegetables at the grocery store is fun.

Take time to explain what goes on in each place.

Some Favorite Trips

Bakeries: the bakery business is fascinating to watch and sure good to smell! Call ahead and see if the bakery is willing to have you come and if they can show you around. (Dunkin' Donuts is usually friendly, and even gives free samples).

Mrs. D takes her children to visit the Bagel Place (Eagermann's Bakery on Rt. 9 in Framingham, MA; they get a tour of the huge bakery and can ask lots of questions about what makes different kinds of bagels — egg, onion, pumpernickle, sesame, etc.). Did you know that bagels are not made like doughnuts (which are made by cutting a hole), but instead a

formed by twisting one piece of dough in a circle? Best of all is taking home a bag of warm bagels!

Airports: there are small airports scattered throughout the state and there is Logan International in Boston, if you want to see huge jets. Have you ever gone to watch planes land and try to guess where they are coming from?

Mrs. G took her children to a municipal airport near her home. "We got to see the small planes take off and land, and even sat inside one with the pilot, looking at the instrument panel."

Arboretums: how about a trip to an arboretum? In Boston there is the Arnold Arboretum on the Jamaica Way. Here is where you can look at exotic plants and flowers in botanical gardens. How about a visit during the different seasons to compare the differences in the plants? A good place to walk around looking at different trees and bushes and walk off some of the pen-up winter energy! Check for one in your area.

Aquarium: there are several aquariums in this state in major cities; check for the one nearest you. Here you can look at exotic fishes and sea-life.

Audubon: how about a trip to your local Audubon Society?



Mrs. P took her day care children to the Audubon in Lincoln, Massachusetts. "We explored nature with Audubon people who helped us discover all about living things and even rock formations. Did you know a drumlin is a form of hill left by glaciers? Well, we learned that. And then we had a picnic among all of the birds, raccoons, and even an owl or two, which hooted while we ate."

Museum: young children love to go to museums, especially ones specializing in autos, trains, dolls, science, and cultures such as eskimos, indians and others.

A special museum is the CHILDREN'S MUSEUM, located in Jamaica Plain MA. This is a child-tested museum where children can see and touch the exhibits and it's not only all right, it's expected!

Parks: Massachusetts, as most states, is full of beautiful parks and historical places to explore. There are usually free and most communities have one.

Contact the regional Department of Parks and Recreation for information on parks, or the local Historical Society for information about places of interest near you.

Some parks are particularly well thought out for young children; they might have special climbing equipment.



Post Offices: have you ever tried writing a letter to yourself and mailing it at the Post Office?

Some Post Offices will offer to show you around in the back where they sort the mail. Children can buy stamps to put on their letters and then mail them to themselves. They can learn all about the mailing process and better understand the how and why of letters appearing on their doorstep.

Zoos: there are numerous zoos in Massachusetts; check in the areas near to you (there are also wild-animal farms.).

A notable zoo is the FRANKLIN PARK ZOO (also called the Children's Zoo), located in Franklin Park (Seavor Avenue and Blue Hill Avenues) near Boston.

Mrs. D takes her day care children to this zoo every year at least once. To get to Boston for her and the children is a 45 minute drive, "but it's worth it." She teams up with another family day care provider and they load all of the kids, along with some books to help make the ride go faster, and sing all of the way to the zoo. You can pet the animals, she says, and they are really tame. It's really a place "where kids and animals get together," just like they say. The fee is small in summer. Children are FREE in winter. Hours differ for some zoos in the win-



ter and in summer, so call ahead to find out what they are.

How about a picnic at a beach, pond, lake, stream or bog? Young children love to explore the animal life, plant life, and all that exists in these places. It's a chance to roll up your pants and wade in water and wriggle your toes in the sand. Or, you can fish or catch worms. Or maybe sail paper boats you made yourself! (The *Curious George* books by H. A. Ray have a great one about sailing newspaper boats.)

Ideas On Other Places To Go

Talk with another family day-care provider for ideas.

There is also a fascinating book called the *Yellow Pages of Learning*, which describes in detail what might be learned from just about anyone in your community — what can you learn from a taxicab driver? An engineer? A mailman? This book is available in many bookstores and is a handy guide for exploring the community with children. Written by The Group For Environmental Education (GEE) and published by the MIT Press in 1972, it costs about \$2.

There is a book called *In and Out of Boston with Children* available in many bookstores. Other large cities have similar resource books of places to take children.

Suggested Contacts:

A local college with an early childhood program; they may have a teacher or professor with whom you can talk, or they may be able to suggest someone.

A family day care system in your area; these often have people called "coordinators" for family day care homes who can provide useful information and an ear.

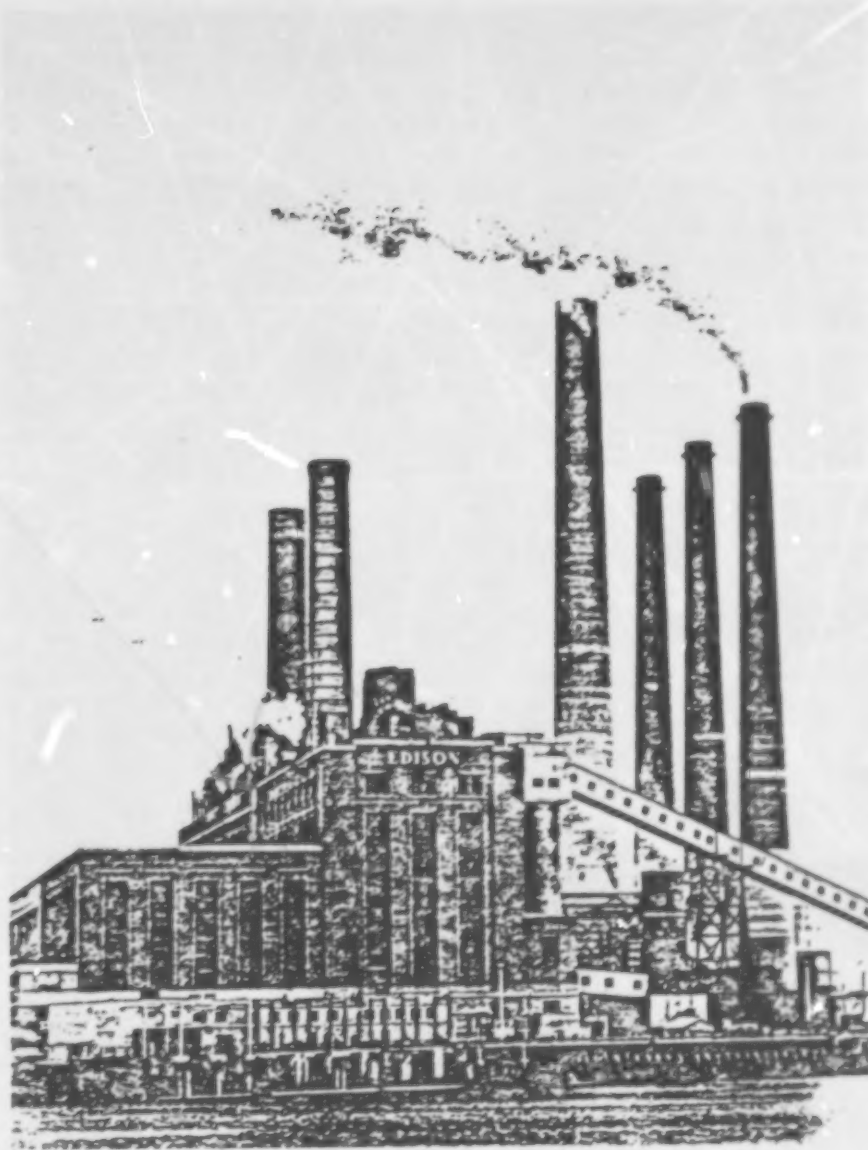
A local women's group might help out. These are often found connected with the YWCA (for example, the Worcester Women's Resource Center, at 2 Washington Street, in Worcester, MA).

The Office For Children has a list of providers in your area who are registered; ask them for a telephone number.

MATERIALS FOUND IN THE COMMUNITY

There are many materials available from people, businesses and organizations in your community. These are usually free or at minimal cost. If you weren't asking for their materials they might be tossed out — so don't feel you are putting anyone out by asking.

One family day care provider said she was feeling sort of funny at first carrying around a paper bag on her errands



and scrounging — but after awhile it became second nature to glance at what might be thrown away, or to ask to have certain items saved. Places are accustomed to people scrounging — it has really become a known activity of persons working with young children.

Some Materials That Might Be In Your Community

Airlines: plastic cups.

Architectural Firms: blueprint and drafting paper, color samples, wood scraps.

Bill Board Companies: brilliant pieces of billboard to use as posters, wall coverings, giant puzzles.

Bottling Firms: bottle caps, large cardboard tubes.

Carpet Stores: samples of discontinued rug patterns, soft foam.

Cleaners & Tailors: buttons, hangers, scrap materials.

Clothing Manufacturers: cloth scraps for sewing.

Container Companies: large cardboard sheets.

Contractors, Building Supply Companies: lumber, pipes, wire, linoleum tiles, moulding wood, wood curls, sawdust (you can make an arrangement to go to a construction site when they are finishing a job, and

they will let you collect scrap building materials).

Department Stores: fabric swatches (drapery and upholstery supplies), rug swatches, corrugated packing cardboard, sample food cans and boxes, large packing boxes.

Electric Power Companies: (Call the Public Relations Dept.) - telephone poles, wooden cross arms, steel ground rods, wire, large spools that make good tables, and packing materials.

Electronic Firms: styrofoam packing, printed circuit boards, discarded components, colored wires.

Engineering firms: blueprint paper for drawing and painting, computer cards.

Fabric Stores: inner cardboard forms make good plaques for artwork, ribbon scraps, cloth pieces.

Garment Factories, Button Manufacturers: a great source for accumulating a wide variety of materials: yarn, buttons, scraps, decorative tape.

Gas Stations: tires for swings, tractor tires for sandboxes, bottle caps for collages, old steering wheels that make a good car when fastened to a crate.

Grocery Stores: boxes of all sizes for all purposes, packing materials, large cardboard and pictures for display.

styrofoam fruit packing trays.

Hardware Stores: sample hardware books, sample tile charts.

Ice Cream Stores: empty 3-gallon cardboard containers which make good cubbies and space helmets.

Junk Yards: here is a gold mine of possibilities! Wheels of all shapes and sizes, all kinds of gears and moving parts from clocks, radios, fans, irons, cars, toasters, etc. Handles for doors, knobs, broomsticks, hinges and fittings. You name it.

Large Food & Candy Manufacturers: sample cans and boxes.

Pocketbook, Belt & Shoe Manufacturers: scrap pieces of leather, laces, etc.

Plumbers & Plumbing Supply Companies: wires, pipes, tile and linoleum scraps.

Moving Companies: large wooden crates make good playhouses.

Paper Companies: usually different kinds of paper are often available free, in the form of samples, or cut and/or damaged sheets. Paper is usually delivered to the companies in large tubes which make good chairs, tables, storage units (see Building With Tubes).

Paint Shops: color cards to learn colors, old paint brushes for water painting, cardboard paint buckets, hats.

Plastic Companies: trimmings, scrap plexiglass and plastic.

Rug Companies: sample swatches and pieces from rugs. You can make a patch-work rug from gluing various swatches together with wallpaper glue on a piece of canvas.

Telephone Company: (Call the Public Relations Dept.) - large empty reels, spools, colored wires; they will loan you some telephones and rent film strips, movie projectors, etc.

Tile Stores: unused or unmatched pieces of tile, food for sorting, counting, counting, matching and creating.

Wallpaper Stores: books of discontinued wallpaper patterns, used texture sheets for painting.

Shoe Stores: stacking boxes with shoe boxes, stocking boxes.

Furniture Factories: turned wood scraps.

Where can you put all of these materials? Empty 3-gallon ice-cream containers or large boxes can be stacked for storage of these scrounged items. Mrs. D puts a picture of the item on each box so that children can recognize where things are. She also makes storage units of large paper tubes to help solve the perpetual toy storage problem. In these tubes she puts toys, clothes, collage materials, etc. She cuts the tubes to a length of about 18 inches and then bolts them

together in a triangle formation for the storage unit.

Collecting materials to be discarded and using them in the home provides an excellent model of behavior for young children. They watch you and learn where things come from and, more importantly, some alternative to where they might go — besides the dump.

What to do with all of these? Young children are so creative that the materials are limited only by the child's imagination (and yours). Experimentation and combining of varied materials provides endless activities and projects.

PEOPLE IN THE COMMUNITY

Besides professional persons you might contact when you have a specific need (doctors, lawyers, psychologists, social workers, accountants), there are people who can be very helpful to you as a day care provider in your home.

Extra Hands

This might be provided by different persons, such as:

A Back-up Provider: Do you know another person who provides family day care in your community? Another provider can help with sharing the care (when you are sick or on vaca-





tion, have a doctor's appointment, or when you want to take the older children on a trip and leave the younger ones behind).

Ask the local Office For Children Family Day Care Coordinator for some names and addresses of providers near you.

Or, go about looking for nearby providers on your own by leaving notices, talking to people, keeping your eyes and ears open.

Students in local high schools and colleges are often interesting in working with young children in homes. Some high schools (vocational and regular) have programs in Family Planning and Child Development (under Home Economics or Health Divisions). Many community colleges have departments specializing in child development or early childhood education. Contact the people in these places. Students might be available who would help you in your home either on a regular basis, or once in a while. These young people really have a lot they can learn from you while working in your home.

One provider who contacted a high school was asked to come in (with a baby or two) and talk about child development in a class. Afterwards, some students came to her home to see her in action.

Elderly Citizens are often willing to help out as "foster grandparents" in working with children. Do you know an elderly citizen who might like to come in and do something (read stories, work with the older children) one afternoon a week?

Contact a senior citizen's group (public libraries, and local elementary schools, often have events scheduled for elderly groups and often provide meeting places for them — a good place to leave a note).

Girl Scouts, Boy Scouts, Campfire Girls, Boy's Clubs are eager to help with young children. They can earn badges and learn a lot about working with young children. They do need some supervision. Contact the local troops.

Volunteer Organizations (listed under "Volunteer" in the Yellow Pages) often can suggest persons to help you in your home.

Someone To talk With When Something Is On Your Mind

There is no question about it — it is very easy to feel isolated in your own home with young children. The idea of going out, of putting on four snowsuits, boots, hats, scarves, mittens, for a winter's walk sometimes seems to be a tremendous undertaking. Or the thought that you can only go as far as those little legs will comfortably

go, without you carrying everyone home, is a bit overwhelming at times.

Taking care of children is really a fulfilling experience. There are often times, however, when you would like to have some adults to talk with. As one family day care provider phrased it, "I need some emotional support." Whether it is just for seeing and talking with someone (over 3 feet tall), or to talk about issues involving the children (napping, toileting, eating), or to just "pass the time," it makes sense.

As Mrs F says

some friends don't come over to have a cup of coffee because I can't give them all of my attention. I love having the kids, but I sure do love to have a neighborly chat with friends, too, and I do need it.

Some family day care providers have suggested ways of finding persons to talk with and support you during long hours of day care. Some include:

A Buddy System: very often someone else who is experiencing, or has experienced, the same thing, is helpful to talk with. Mrs. A and Mrs. P have arranged a *buddy system*; each calls the other when they need to talk or get out. Mrs. P explains:

It all started when one day I was walking in the park with my children. I was a little worried about the baby (13 months) who fussed and cried whenever we went out. Mrs. A happened along with her brood and saw us. She knew that I was a provider right off and

we started talking. She had a child who did the same thing my baby does on walks. Mrs. A said she thought it was because the baby was afraid of strange persons and places. She tried to bring along a familiar toy in the stroller for the baby. Every time she stops for a moment, she holds the baby with him facing her so that he is reassured that she hasn't left. I thanked her for the advice and we exchanged phone numbers. Now we call each other all the time to talk about everything from the baby's first tooth to our new diets!

Another Person: another person to talk with might be someone interested in Child Development. These people are usually very willing to talk about anything concerning young children, their care, parents, and day care providers. They have a lot of useful know-how about young children.

EDUCATIONAL RESOURCES AROUND YOU

There are educational resources out there for you, as well as for the children. Many community colleges, state colleges and universities, adult education programs, high schools, organizations and state departments offer continuing education programs for interested adults.

—Health, Accident and Safety Training is usually available through the local Red Cross, city or regional Health Department. The Health Departments offer courses and/or information on lead paint testing and procedures.

—Advice on Food, Nutrition, and Meal Planning may be obtained from the local Health Department or the Extension Service of the U.S. Department of Agriculture, The Dairy Council of America, or a nearby college, or high school.

—Courses for persons who care for young children are offered by local Community Colleges, High School Adult Education Programs, Vocational Programs and Universities. Other groups who offer workshops include libraries and the local affiliate chapters of the National Association for the Education of Young Children (NAEYC).

—A large variety of courses (everything from belly-dancing to self-defense) are offered by the YMCA, YWCA, Jewish Centers, Black Cultural Centers, Boys and Girls Clubs, Adult Learning Centers, etc. The fees are low.

The Bureau of Adult Services of the Massachusetts Department of Education has information on courses being held for adults throughout the state. Contact them for current course listings, details on their high school credit correspondence courses, and non-credit courses to meet a variety of interests and needs.

Safety



61

6

SAFETY

It's an accepted fact that thousands of children are fatally injured or are permanently damaged as a result of various accidents each year. It is important that adults are aware of the possibility of accidents. Making your home as *accident proof* as possible and teaching children about safety really helps save lives.

A Child's Concept of Safety

Sometimes it seems that a child has no clear-cut idea of what is safe; he is curious and explores his surroundings. Babies, it seems, always have something in their mouths. They are trying to understand "what it is." Young children will touch and taste in order to discover "what it's like" and "what it does." Often these explorations involve harmful objects. The young child who has had relatively few experiences with his world is gradually learning to understand what is safe and what is dangerous.

What An Adult Can Do About Safety

Some adult guidance will help the child discriminate between safe and harmful. The hardest part seems to be to find a balance so that a child can both explore and be safe.

Safety means something different at each age. It is important to tailor rules



about dangerous objects to the age of the child and to his understanding. Fours and fives can write with a sharp pencil, but babies and toddlers will probably put them in their mouths.

Lots of *explaining* what is safe and how to use things. lots of *understanding* and *basic trust* in the child, and an acceptance of some anxious moments are part of learning about safety.

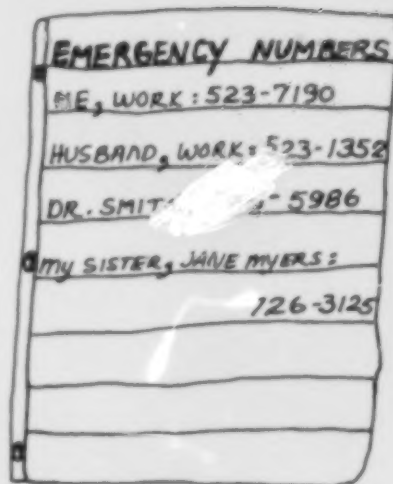
Mrs. F says she teaches the older children how to handle emergencies. In case she is immobilized, she has set up a hierarchy with the older kids and trained them to cope with an emergency that involves her. In order to get them used to the idea of coping, she might either take ½-hour off and tell a neighbor she's coming for a cup of coffee (she can watch from the window and see how things are going), or she and the older children practice what they *do* in an emergency.

Mrs. S has called the fire department and rescue squad to ask them to explain procedures for emergencies to her; the fire department came for a visit to explain in person!

MAKING THE HOME SAFE FOR CHILDREN

There are steps you can take to ensure your home is safer:

—Put an emergency numbers list by



the phone (include doctor, ambulance, rescue, fire department, police, poison control center). You might want to include the emergency numbers for each child in your care here too (their doctors, parents, person to contact if the parent can't be reached, signed permission slips for emergency care).

—Have a first-aid kit or supplies readily available

—Be sure you know where a child is at all times. Stay within hearing. "If there's silence in the next room, you can be sure I go in to see what's causing it!"

—Read the labels on paint to make sure there's no lead. You can ask a lead poison person to come from the local Health Department and show you procedures. Lead is poisonous and some children may put paint chips in their mouths.

—Sharp objects (knives, nails, pins, nailfiles, etc.) are best stored out of reach of small hands. Or, if a child finds them, explain them as dangerous and why.

—Medicines that are stored out of children's reach on a high shelf or locked cupboard will not be tasted. Some medicines have child-proof caps that are so effective you will have a hard time getting them off!

—Always read the label before giving a child medicine.

—Turn pot handles away from the front of the stove.

—High chairs tip easily; if you have one, make sure it has a broad base or place it next to a wall. If you pile up cushions or books on chairs, check them often to be sure they are sturdy. Low chair and table sets are a good combination. They can be made simply and very inexpensively.

—Broken toys are a menace in play areas; if they are beyond repair, toss them!

—Broken glass and opened cans are best put in a tightly covered receptacle.

—Upstairs windows need guards and a good safety practice is to open them only at the top.

—Going up and down stairs can be a hassle if the stairs are not in good repair; a sturdy handrail sure helps.

—To avoid electric shocks, keep cords in good condition and electrical outlets which are not used should be covered up with plug locks (found at hardware stores and supermarkets); masking tape also works.

—Door stops and safety knobs will keep children from opening doors where they are not supposed to go.

—Matches should be kept out of reach so as not to tempt small hands.

—Styrofoam can be exceedingly

dangerous. If it is swallowed or inhaled it is undetectable by x-ray, and a child must have exploratory surgery.

—Beans and seeds that are used for collages are best kept out of babies and toddler's grasp. When these are placed in ears or noses or swallowed they can swell and be very painful.

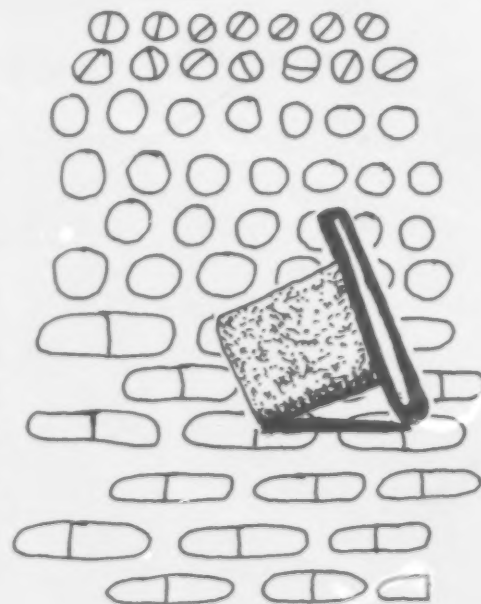
—Flush old medicines down the toilet after use.

—Cleaning materials, polish, dish-washing detergents, paint thinner, hairwaving lotions, boric acid solutions, weed killers, and ammonia are best kept out of small hands' reach.

—Be aware that tablecloths which hang over the edge of a table can be pulled off and are dangerous —things may fall on the child's head. Children understand when you explain the situation that this might occur.

—When serving a hot meal or beverage put the container in the middle of the table.

—When cooking food, be aware that something might spill, splatter, or tip on a baby or small child in the kitchen area. Infants can be seated in infant seats on the counter where they can watch you as you work and where you can talk to them. Older children need to be told about watching out for things that might be dangerous.



Resources for Household Safety and Emergencies

Child-proof Item — Sears carries an adjustable wooden fence that is inexpensive to fit around floor furnace grates and, therefore, protect children from burns.

Some booklets — these resource pamphlets are very inexpensive, and some are free.

Accident Handbook — this booklet is written by the Children's Hospital Medical Center. It is available from the Massachusetts Dept. of Public Health. It suggests ways of accident prevention for children and ways to treating various types of accidents when they occur.

A new booklet written by a parents' group at Children's Hospital is on the *Rights of Parents in Hospitals*. It is a handy reference booklet.

Accidents and Children — by the Office of Child Development, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

American Red Cross First Aid Textbook — by the American Red Cross, available from your local chapter of the Red Cross. There is much information on safety for children and adults.

First Aid for the Family — by the Metropolitan Life Insurance Co., available from the MLIC, Health and Welfare Division, P.O. Box 1, One Madison Avenue, New York, 10010 (or contact the local office in your area). This is a reference card on common first-aid procedures and mouth-to-mouth breathing.

Your Child's Safety — by the Metropolitan Life Insurance Company, available from MLIC at the address above. This is a pamphlet on home safety that is useful.

First Aid Manual — by the American Medical Association (AMA), available from the AMA, 535 North Dearborn Street, Chicago, Illinois, 60610. A booklet that describes how to control bleeding, maintain breathing, and prevent shock after injury.

Home Safety Check-List, Poison-Proof Your Home List — by the Massachusetts Safety Council. They also have a list of guidelines for child restraint with motor vehicles.

Fire Safety Code for Day-Care Homes — by the Life Safety Code, available from the National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts, 02112. (Ask for other related free publications.)

Know Your ABCD's of Portable Fire Extinguishers.

Babysitters' Handbook for Emer-

gency Action.

In A Fire . . . Seconds Count!

Home Fire Escape "Planning Kit"

Who . . . Me?; these are all publications by the National Fire Protection Association, available from them at 470 Atlantic Avenue, Boston, Mass. 02210.



Poisonous Plants

Did you know that poinsettia leaves are so lethal that one leaf can kill a child? Or that mistletoe berries have proven fatal to both children and adults who have eaten them? There are plants that are harmful, or even fatal — and it's a good idea to know which ones. There is a free chart of poisonous plants available from Geigy Chemical Co., Saw Mill River Road, Ardsley, New York, 10502. Also, some plant stores will have leaflets describing poisonous plants.

Poison Control Center — Check in your phonebook for a listing of the local poison control center; hospitals and clinics often have a center, or they can direct you to one.

Toy Safety

Many toys have been proven harmful to children. Here are some resources for finding out more about the problem of dangerous toys: The Consumer Information On Toys has free booklets on toy safety, crib safety, and even a banned toy list, available from Public Documents Distribution Center, Pueblo, Colorado, 81008. These people will also send a complete listing of consumer publications on request.

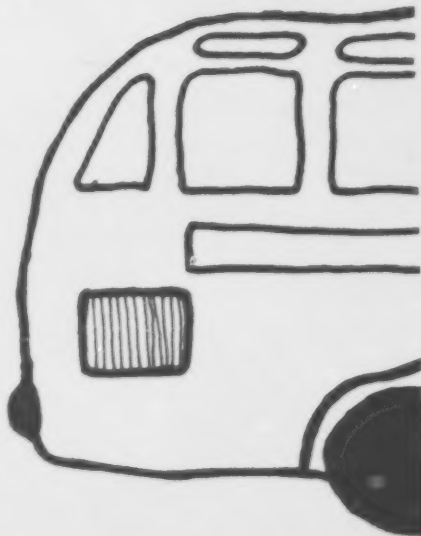
Toys That Don't Care, by Edward Schwartz; a book about the dangerous toys manufactured for young children. Available in some libraries.

Safe Toys For Your Children, U.S. Office of Child Development; available from the Superintendent of Documents, U.S. Gov't Printing Office, Washington, D.C., 20402 (publication number 437-1971).

Toy Safety: Always In Season, (CPSC Pub. No. 6302-74).

Crib Safety: Keep Them On The Safe Side, (CPSC Pub. No. 6305-74). Both of these pamphlets are by the

U.S. Consumer Product Safety Commission and are available from U.S. Consumer Product Safety Commission, Washington, D.C., 20207.



TRANSPORTING CHILDREN SAFELY

Trips

When going on a trip with young children it is important to be aware of some safety precautions. Preparing yourself and the children really helps make the trip run more smoothly.

One family day care provider said that she tries to bring along another adult when she goes places far from the house. Sometimes she teams up with another provider and they all go together. That way, if something should happen there is an adult to take care of the rest of the kids while she attends to the injury.

Whether you are going across town or just around the block, some talking in advance is very helpful. Explain to the children where you are going and some of the behavior you will expect of them (holding hands while crossing streets, looking both ways before crossing, not running ahead too far, and so on). It helps them to know what to expect on the trip.

If they will need to sit still for awhile in a bus or car, prepare them. If the trip involves a lot of "sit quietly" time, Mrs. Y brings along some things to help her children stay still, such as a game, a doll, or favorite teddy bear.

Even on a short trip you can always count on making at least one trip to

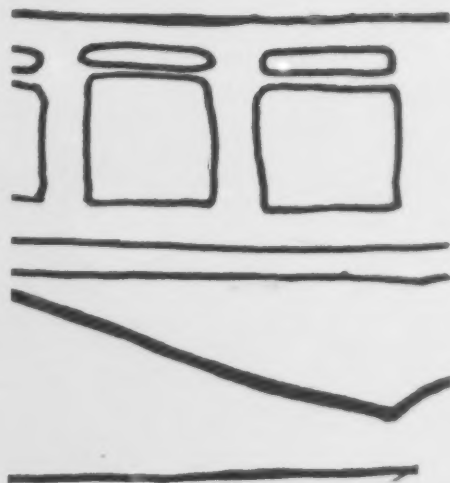
the toilet or drinking fountain. If possible, try to find out where these are located beforehand.

There are lots of questions to be asked when you go on a trip. It's really fun to visit places with kids — they seem to notice things and ask questions about persons and places that you might not have noticed yourself.

Trips can even be overstimulating for children and excite them too much. Try simple ones at first — not too far from home.

Car Safety

When riding in a car it is necessary to use special protection for children. Standard safety belts are not considered safe enough for children under four years of age (or less than 40 pounds in weight) because seatbelts exert too much pressure on the abdominal area and could cause injury in a crash. *Consumer Reports* outlines some of the types of car restraints for children.



Recommended car seats include General Motors Infant Seat (ages birth to 20 lbs.); available at Buick, Chevrolet, Oldsmobile, Pontiac, Cadillac dealers. Note: this seat can be used around the house as an infant seat.

Ford Tot Guard (up to 50 lbs.); available at Ford dealers.

General Motors Love Seat (up to 40 lbs.); available at GM dealers.

Sears Child Safety Harness (check for limits with Sears); available from the Sears Catalogue, No. 28A6401.

Bobby Mac (birth to 35 lbs.); available from the Collier Keyworth Company. Note: earlier models of this seat were not adequately crash-proof. Make sure to purchase a shield (sold separately) to get maximum protection if you buy a used one.

Peterson Model 74 or 75 (birth to 50 lbs.) available from the Peterson Company. These are the only models recommended by this company.

Kentworth Care Seat Models 884 and 784 (birth to 45 lbs.); available from the Kentworth Company. These are the only seats recommended by this company.

Note: Car seats are an important part of car safety for children; they are expensive, however. Look for used car seats before you buy new models,

since children rapidly grow out of these. Thrift stores, yard sales, and other providers may be some good sources for finding good used car seats.

For more information write to:
Action of Child Transportation Safety (ACTS) 400 Central Park West, No. 15-P, New York, N.Y. 10025. This organization has information concerning transportation safety.



CHILD ABUSE AND NEGLECT

Too many children in our society are permanently or fatally damaged by abuse and neglect. It is not pleasant to think about, but it is a reality that many of us will come face-to-face with. Day-care providers with their frequent contact with young children often may observe signs of abuse and neglect. Family day care providers who do have some contact with both the child and the parent(s) may be able to help the family deal with this problem.

Signs of Abuse and Neglect

—A child has more accidents than usual, resulting in many cuts, bruises, bites, burns, welts, and other injuries. Parents may be reluctant to explain these, when asked.

—A child is constantly tired, apathetic, and withdrawn.

—A child appears undernourished.

—A child wears dirty, torn clothes and is in need of a good scrubbing.

—A child needs medical attention.

You Can Help

In thinking about possible abuse and neglect it is important to use your *common sense*. Try to talk with the parents and find out what is happening.

The parents may need parenting

information and/or help from other adults. Try not to be judgemental. Be helpful.

A day care provider has a responsibility to the child *and* to the parents to report a suspected case of child abuse and/or neglect (This is a public law.) This report may be by telephone, but later you may be asked to submit something in writing, as documentation is very important.

A person who reports child abuse will be helping not only the child, but the parents as well. The child will get medical attention and the parents will get counselling, in order to prevent the abuse happening again. Social agencies which deal with abuse and neglect try to keep families together, if possible, and to counsel the parents. This is a long-term procedure.

Resources For Abuse and Neglect

Help For Children, located under the Office For Children in your region. Provides free confidential referral services for suspected cases of abuse and neglect. They take calls on weekdays, from 9-5.

Children's Protective Services, 43 Mt Vernon Street, Boston, Mass., 02108 (contact this address for the area office nearest you). This is a private agency with 11 area offices throughout Massachusetts. They offer coun-

selling and referral services to families of neglected or abused children under 16 years of age.

Inflicted Injury Unit, Division of Child & Family Services, Mass. Dept. of Public Welfare, 21 James Street, Boston, Mass. 02118. This state agency has offices in major cities. It handles reported cases of child abuse. The Inflicted Injury Unit tries to provide complete case-work services for the parents and/or support services for a family day care provider. There may also be crisis day-care centers in your area (optional), for children, while parents receive counselling services.

Parents Anonymous. Parents Anonymous staffs a hotline for calls daily from 9-9. This is a group of concerned parents who admit to having difficulty relating to their children, expressed either in the form of physical or verbal abuse. They have formed a group in order to provide self-help and to support others in dealing with this problem. They meet weekly without a therapist for discussion and they exchange telephone numbers so they can call one another when they need support.

Materials For Reading:

Children At Risk, by the Day Care Council of New York, 114 East 32nd Street, New York, NY 10016. This is a pamphlet (free) providing information on child abuse and neglect.

Women's Yellow Pages, by the Boston Women's Collective, Inc., 490 Beacon Street, Boston, Mass., 02115. In this book there is a section on Child Abuse which provides information and resources in Massachusetts (specifically the Boston metropolitan area and, also, for the State generally).

There are also workshops and yearly conferences by organizations concerning children, about the topic of abuse and neglect.

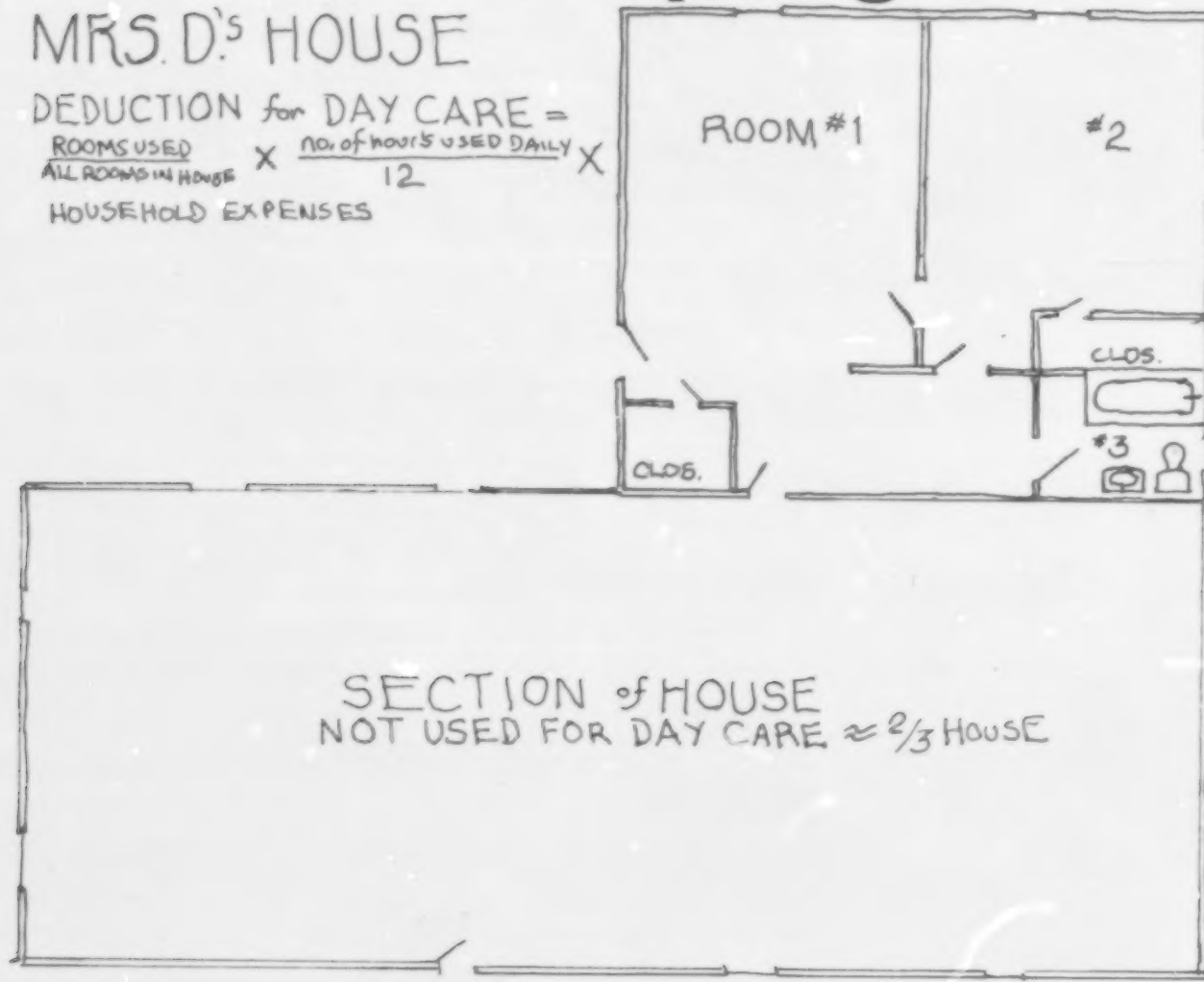
Keeping Records

MRS. D.'S HOUSE

DEDUCTION for DAY CARE =

$$\frac{\text{ROOMS USED}}{\text{ALL ROOMS IN HOUSE}} \times \frac{\text{NO. of HOURS USED DAILY}}{12} \times$$

 HOUSEHOLD EXPENSES



71

7

KEEPING RECORDS

When you use your home for day care there are some record-keeping considerations. It is important to maintain records of finances. You need attendance sheets, records of fee payment by parents, and records of what you spend for the day-care business.

As a working woman you must claim your earnings as income. Since your place of business is your home (that's where you do your work), you are able to claim certain deductions which might be to your advantage. Here are a few ideas on what sort of deductions are possible.

Should You Claim Deductions?

Some people do not need to claim deductions. If the family income (including your earnings) is very low, with no income tax due, then it is probably not to your advantage to figure out all of the permissible deductions.

If the combined family income is at a level where it is taxed (this is where most of us are), it is to your advantage to calculate all permissible deductions and, by doing this, reduce the income tax you owe.

What Types of Deductions Are Possible?

There are different kinds of deductions: *direct* expenses and

indirect expenses.

Direct expenses are those such as: the cost of food, toys, supplies, and such used for day care children in your home; the cost of advertisements, if any, which you have placed in local papers; safety devices (socket covers, fire extinguishers, etc.); extra beds, bedding or cots, etc.

It is not necessary to keep a record of all expenses for the year down to the last penny for the tax forms. It is necessary to justify the deductions.

A record of what was spent in a week for food would be enough evidence for the tax people:

Items Bought for Feeding Children Breakfast, lunch, and Snacks, Week of May 1, 19xx

3 loaves of bread @ \$ a loaf
1 box of cereal @ \$ a box
3 packages of cheese @ \$ a lb.
3 cans of soup @ \$ a can
1-1/2 gal milk @ \$ a quart
3 cans applesauce @ \$ a can
3 lbs. grapefruit @ \$ a lb.
1 box of crackers @ \$
1 carton of eggs @ \$
1 lb. peanut butter @ \$ a lb.
1 head lettuce @ \$
1 jar mayonnaise @ \$

TOTAL:

A quick way to figure out the yearly food costs for the day care children from a weekly list like this is:

(1) figure out the cost per child per week (divide the total food bill by the number of children);

(2) figure out the number of weeks the children are in day care (find the sum of the number of weeks each child is in care during the year);

(3) multiply the cost per child by the number of weeks the children are in care.

For example, if the total food bill comes to \$15.00 for the week and you have three day-care children who come to your house, then the cost per child per week is \$5.00. If these children were in your care for 42, 43, and 45 weeks respectively, then you have a total of 150 weeks the children are in care. If you multiply \$5 cost per child per week by 150 (number of weeks each child is in care), you get \$750 — which is the amount (approximately) that you spent for food for the day-care children for a



Records for other direct expenses for day-care, such as cribs, toys, and such, are easily kept if you have the actual receipts for buying them. (It helps to note on the receipt what was bought, if it is not already there, so that you will remember which is for what.) If you don't have receipts, you can cut out newspaper ads that show what you bought and for how much.



Mrs. A has a method of record-keeping she calls the "shoebox method." She collects all records of her expenses (weekly food receipts, receipts of materials and equipment purchased for day care, cancelled checks or similar evidence of payments), and throws them all in a shoebox which she keeps on her "business shelf" above the phone. She has one shoebox for each year. This year begins January 1st. Since it is a good idea to have three years of expenses on record in the event of a tax audit (rare, but it could happen), Mrs. A keeps the boxes for three years before tossing them out.

You can deduct *educational expenses* (fees for courses related to your work, expenses of materials for such educational programs, etc.) if you have educational pursuits during the year (courses, workshops, conferences, etc.) related to your profession of child care. Keep your receipts of fees you pay.

Indirect expenses are those involving the use of your house for day care. You can deduct a portion of the household expenses, such as mortgage interest, property taxes, rent, utilities, maintenance, wear and tear, etc.

First, you need to find out *what portion* of the total family expenses are those of the day care business.

Figuring Out the Portion That Belongs to Day-Care

If the entire house is available for day care and used by the children for half of the day (approximately 12 hours), then you may deduct $\frac{1}{2}$ of the rental, utility bills, and mortgage payments.

If only a few rooms are used for day care half of the day, there are two ways to figure out the deductible portion:

(1) Figure out what portion of all the house's rooms are used for day care. Mrs. D has 9 rooms in her house and she uses 3 for day-care (this means she uses $\frac{3}{9}$, or roughly $\frac{1}{3}$ of the house). Since this part is used half of the day she must multiply $\frac{1}{3}$ by $\frac{1}{2}$ which equals $\frac{1}{6}$ of the household expenses may be deducted.

(2) Figure out the square footage of the space used for day care and calculate the square footage of these rooms as a percentage of the entire house. This is a more exact method. Mrs. D, who uses 3 rooms for day care for half the day, got out her tape-measure and found that the 3 rooms were approximately 540 square feet (multiply the length of the room by the width, and then add the totals of all 3 rooms to get this figure). The entire house is approximately 1640

square feet. In order to figure the percentage, she figures $\frac{540}{1640}$ is roughly $\frac{1}{3}$. Since she uses $\frac{1}{3}$ of her house for $\frac{1}{2}$ of the day, she may deduct $\frac{1}{3} \times \frac{1}{2}$, or $\frac{1}{6}$, of her household expenses for day care.

She must multiply the percentage of the house used for day care, or $\frac{1}{6}$, times the total on her monthly bills (gas, electricity, rent, or other payments) to figure her deduction. If her gas bill for the month is \$12, then her deduction would be $\frac{1}{6} \times \$12$, or \$2.

How About The Telephone?

Another indirect expense is the telephone bill. The time that the phone is in use or needed for the day care business is deductible. If you care for children for half the day (12 hours) then you may deduct up to half of the monthly phone bill. Check with your local tax consultant on the exact percentage you can deduct.



Wear and Tear on Your Home

The "wear and tear" on your home is another deductible expense. If the home is owned by you it may be advantageous to calculate this expense.

You need to know the *current value* of the house (without the land, as the land will not depreciate in value). A recent property tax statement may be used as evidence. If assessments on your property are made at a 50 per cent rate, this means that the assessed value of the home is 50 per cent (or $\frac{1}{2}$) of the current value. So, if Mrs. D's home is assessed at \$8,000 and her land at \$2,000, she figures the current value of her house at twice \$8,000, which is \$16,000. Her current house value (without the land) is \$16,000.

Figuring The Base For Wear & Tear

Since day care uses $\frac{1}{6}$ of the house, the base for wear and tear is $\frac{1}{6}$ of the current value — or $\frac{1}{6} \times \$16,000$, which is \$2,667.

How Long Will She Use This Space For Day Care?

You need to figure out how long this wear and tear will go on. The *useful life* of a property is the number of years family day care is done in the home.

Mrs. D plans to continue to have day care children for at least 10 years, until her own children are finished with high school. The useful life of her house is, therefore, 10 years.

How Much Will The Day Care Space Be Worth After This?

To figure this out you must look first

at the current value of similar houses which are as old as yours will be when you finish doing day care. Mrs. D looks at the current value of homes like hers, but 10 years older. She can ask a realtor, tax consultant, or look in the newspapers. In her case, her home will be worth \$12,000 in 10 years.

The portion of her home used for day care will be the base of wear and tear times the value of the home when day care is done. Mrs. D's space used for day care will be one sixth of \$12,000, or worth \$2,000 in 10 years. This \$2,000 is called the *salvage value*.

Now, armed with the *base* for wear and tear, the *useful life* and the *salvage value*, you can figure a yearly wear and tear deduction.

Mrs. D has a base for wear and tear of \$2,667, a useful life of 10 years, and a salvage value of \$2,000.

—the base for wear and tear	\$2,667
—minus salvage value in 10 years	2,000
—nets the wear and tear for 10 years	\$ 667
—yearly wear & tear for 10 years	\$ 667
—divided by useful life of 10 years	10
nets the yearly deduction	\$66.70

Mrs. D may deduct \$66.70 per year for wear and tear on her house. It seems like a lot of figuring for that amount, but every bit counts!

Other Information

Your income is subject to self-employment social security payments. This payment is figured on form 1040, Schedule E, at the time your income tax is filed. A family day-care provider notes that it is easier to do once a year than quarterly (there is no profit in paying it quarterly, anyway). Christmas clubs' savings accounts is one way of putting the money aside so you'll be sure to have it at tax time.

Some Resources

This tax business can be really confusing. There are some persons who can help. The local Internal Revenue Service (IRS) Office or a tax consultant or attorney, and some legal aid offices will help you fill out the forms and figure out the deductions.

Or, there is a pamphlet by Eva C. Galambos called *Income Tax Deductions for Family Day Care Homes*, available from EDRS, Leasco Information Products, Inc., P.O. Drawer O, Bethesda, Maryland 20014. The number of the publication is *ED 060955*. (This same informative pamphlet is part of a batch of information called *Organizing Tools For Family Day-Care Systems*, assembled by and available from The Day Care and Child Development Council of America, 1012 14th Street, N.W., Washington, D.C. 20005, for about \$4.

Meeting Parents



75

8

THE FIRST INTERVIEW

First Thing First— Making The Arrangements And Meeting

In arranging to provide care for a child, there is information to be exchanged by you and the parent. A visit is helpful for you, the child, and the parent.

A visit is a time for meeting the child and parent and seeing how they get along (even in a brief visit you can pick up clues).

The child and parent can meet you and become familiar with your home ahead-of-time.

The child can meet the other children in your home. You can see how a new child might "fit in" with the others.

Mrs. D has parent(s) and the child come for the first interview. We talk about the home, what I do in an emergency, what I charge, and business details; also how I discipline, and anything else that might come up. Then I ask the parent to tell the child she is leaving, but that she will be back very soon. She then leaves my home for a cup of coffee or a long walk around the block, and comes back a half an hour later. That is a short enough time for the child to see that *she will return*. It's important to believe that a parent will return, in my book.

Getting to Know the Child

Parents can provide you with most of the essential information about their child. You might ask about:

—Eating habits: what are the child's likes and dislikes, what are his or her favorite foods? Explain what type of meals you provide and give a sample menu, if possible.

—Sleeping habits: does the child nap? How long? If not, how will this fit into your schedule?

—Play activities: what are the child's favorite games and toys? What sort of things does the parent do to have fun with the child? To ease the child out of uncomfortable times?

—Trips: how does the parent feel about your taking the child out? In your car? A bus? A train? How does the parent feel about her child playing outdoors in cold weather? In storms?

—Toilet habits: if the child is old enough, is he or she trained? If you will help with the training, do you and the parent have similar ideas? Do you have an understanding of how each other do toileting?

—Discipline: do you and the parent have a similar approach to disciplining? When and how does the parent punish? Do you and the parent agree (as much as possible, since everyone has different ideas) so that the child doesn't have to deal with





two very different disciplinarians? How do you and the parent handle temper tantrums or behavior that disrupts others?

A Period of Adjustment

Many providers have what they call "a period of adjustment." This may be about 2 weeks or so, in which the day care arrangement is still temporary.

The provider watches how the child fits into the home. Is he happy? Let the parent know about the adjustment process of the child.

If the situation doesn't seem to be working out, it is the provider's responsibility to let the parent know — perhaps another type of day care arrangement is in order. *This isn't a failure.*

During the adjustment period it helps to bring along a favorite thing from home (a teddy bear, blanket, toy, or perhaps a key chain with a key on it that the parent doesn't need). This helps to make the transition from the home to your home smoother for the child. *Something familiar to clutch and tie you to home-base when your world is a bit uncertain sure helps!*

What Do You Do If...?

Some emergency measures need to be determined between you and the parent in making a child care arrangement.

What do you do if an accident or an

emergency occurs? Some day care providers will explain in detail what steps they will take. Mrs. S practices an emergency with the parent.

There is information you need for emergencies and illnesses. This includes a sheet signed by the parent(s) indicating names and addresses (with phone numbers) of parent(s), friends, or relatives to reach in the emergency, the doctor, and an emergency release form for the day care provider to seek care for the child if necessary.

Forms for this information can be styled after those found in Appendix A.

How About Illness?

You might ask the parent these questions:

—Will you contact the parent at work if the child has a fever?

—Will you take a child who has a bad cold?

—How about agreeing to tell the parent if any illness occurs in the home with other children (mumps, measles, etc.)?

—What if *you* get sick (although family day care providers are supposed to NEVER get sick)? Will you offer a substitute?

—Can you give medicines (prescribed or otherwise) to children?

—What *allergies* (if any) does the child have?

Fees and Other Business Details

Explain to the parent what you charge. You might need to consider your policies regarding a reduced or sliding scale for a family with more than one child in your home.

It is important, however, *not* to price yourself out of business due to sheer kindness. You are working extremely hard and providing an invaluable service for children and parents — yours is a professional role and it is important that you be paid for all this.

Some information a parent would like to know might be:

—What does your fee include? Will you supply lunch, as well as snacks? Or will the parent supply it? How about lunch money for special trips? Or fees for trips (fares)?

—What are the hours of care? When will the child arrive? When is pick-up time? Will it vary or change?

—How strictly do you hold these times?

—If your own family is tired and hungry by 6:00 pm and screaming for supper, tell the parent this and ask that they be prompt.

—When is the fee due? If the parent is just starting a new job, will you make an allowance for when the fee is due on the first month or two?

—If a public agency is paying for day care, find out how they pay (the rate-setting agreement).

—Who will pick up the child?



Mrs. A has a signature list of persons designated by the parent(s) to pick up the child. The list is in Mrs. A's hands before the first day of care. After all, she says, "I can't have just any person waltz in off the street and pick up my children."

Mrs. E insists on meeting each of the persons who might pick up a child in her home. "I feel a lot better about seeing someone face-to-face, and then I know it's okay that they take the child home."

These are all ways of being sure that the child is alright going home with persons other than the parents(s); it assures *you*, if no one else.

—How about vacation time? What about the days of a parent's vacation? Will you charge even though the child is not there? Will you hold a place for a child on a parent's vacation?

—When you take a vacation, will you suggest another home or substitute while you are away?

—Do you offer any special types of care? Overnight? Weekends?

—What will the children call you? **Mom?** Mrs. ? Aunt ? or your first name?

There are really a lot of things that you and the child's parent(s) need to talk about, even *before* the day care actually begins.

CONTINUING COMMUNICATION

In order to work together for the good of the child, as well as possible, open communications between you and the parent is very important. After all, you can't do it well without each other.

You are the one who calls the children **MY CHILDREN**, or **MY DAY CARE CHILDREN**, cares for them, feeds them, helps snap up trousers, buttons and dresses, ties their shoes, wipes runny noses, bandages scraped knees, and comforts them. You are **JUST LIKE MOM OR DAD**, but you are *not* actually them. The children do have natural parents and this needs to be respected.

To make the bridge between the parents and you as comfortable as possible, it is necessary to **SHARE THE CARE**.

Some Hints For Working With Parents

Parents have feelings about separating from their children. They sometimes might feel a little jealous of the provider --who gets to have their child all day -- especially when the child cries when she leaves the day care home or even calls the provider "Mommy."

Mrs. F remembers an incident where

the parent really took action when her baby "seemed unhappy." The baby always cried when leaving her home. The mother was upset and took the baby to another day care arrangement. Now the baby doesn't cry anymore when mother comes. The problem was never really solved. The baby cried because it was being separated from someone with whom it had formed an attachment; the mother misinterpreted it to be a cry of unhappiness with that particular home. It's really nice for a baby to have a relationship with another adult. Now, Mrs. F explains this to the parent(s) when the baby "seems unhappy." It's really important to *think of the child* and not just the adults in such situations and then to *talk about it*.

There are ways to help both the child and the parent with separations:

—Talk with the child: reassure him or her.

—A phone call sometimes helps, or some connection with the parent. Encourage the parent to call and ask if everything is okay. If the child needs it and won't completely fall apart, let them talk with the parent.

—Have the parent leave a phone number handy so that the child is aware that Mom is only a few numbers away.

It's not necessary to talk just about family upsets, or even just the child. How about sharing recipes, operations, good restaurants, work-related issues, common professional interests, anything?

Sensitive Issues

Some issues are more sensitive than others. Knowing how parents might deal with these and getting feedback, support and reinforcement, helps communicate clearly to the child how he might deal with the. Such things as:

- toilet training
- sex-related questions
- death, birth, divorce, separation, marriage
- religion
- holidays — table manners, rules for socializing, ways of dealing with conflict, fighting, etc.
- discipline

How do you feel about each of these? And how do the parents? If a parent requests that you spank a child when he misbehaves, and you have never spanked a child before, how can you two work this out?

Arriving at a clear understanding of what role you will play in the area of discipline helps. You are *not* the parent and cannot be expected to do exactly as the parent does. At the start, explain to the parents how you

handle problems that arise — this gives you an opportunity to share knowledge with parents that may be helpful to them. It is also asking them for their input and advice, making them feel important in sharing the care.

Know When To Say No

It's hard to do, but sometimes it is necessary to say "No" to a parent. Mrs. C says that once she felt "taken advantage of" by a parent. The agreed pick-up time for her child was 6:00 pm; when the mother didn't arrive until 6:15 pm and then one night 6:30 pm, Mrs. C didn't say anything. The mother mentioned something about traffic. Then 6:30 pm became a usual time for the Mother to arrive. Toward the end of the week it got later and later. Mrs. C explained that she had things to do for her own family and that the Mother must pick up her child by 6:00 pm or call her if it was going to be later. The mother agreed, but still arrived at 6:30 pm or 7:00 pm. . . . "I guess I'm too good-hearted, because I didn't feel like giving it to the mother again." Then, one Friday evening Mrs. C had to go out at 7:30 pm. The child was still

there! "When the mother came in at 7:45 pm, I told her that this was too much — I felt that I was being "taken" and the day-care arrangement would have to end."

Mrs. C felt she was a convenience for the parent; a day care arrangement that is successful must fulfill needs of all persons involved — the children, parents and YOU. Don't be afraid to state your case and SAY NO ½

Mrs. S says she learned how to say "no" when a daycare arrangement was not going too well:

I had a baby that I was taking care of. For the first week, the Mother brought the baby, a change of clothes and pampers, faithfully. Then the next week she brought only the baby and the clothes. I used my own supply of pampers and didn't say anything — she probably forgot or couldn't get to a store. Well, the days went on and still she brought no pampers. I was getting sick of this and running out of extra pampers. So one day when I saw her coming up the walk with her baby I met her at the door (with screwed up courage) and announced 'no pampers, no baby!' And I held firm. She went right to the store and bought some. She has kept me in good supply ever since, and now we can laugh about it.

Whether it is a parent being tardy in picking up a child, or the fact that a particular child is not appropriate for your program, or, whatever, the situation can often be such that you must remember your rights and feelings and talk about them!

Providers Talk From Experience



81

9

100

FAMILY DAY CARE PROVIDERS TALK FROM EXPERIENCE

Here are some hints from family day care providers regarding some "burning issues" that arise.

Problems With Sharing

My six children had some problems sharing both with each other and with my own baby girl. I have two children who are three years old, one who is two-and-a-half, and two who are almost six. The youngest were having a time fighting over toys and saying "mine" to anyone who approached the toy they were holding. The five-year-olds were enjoying playing with each other, but had a hard time understanding the concept of sharing.

I tried talking at first, and explaining. It helped, but the conflicts continued. Each still wanted the toy they were holding, even though they would nod that to share was a good thing. What to do? I am not easily frustrated, but this was getting on my nerves.

One afternoon while baking cookies for the children, I tried to think of a solution to our problem. Just then, the children all came into the house for an afternoon snack. I took the entire plate of cookies, sat down at the table, and started feasting on them—just like a Cookie Monster. When they asked me for one I replied, "No!

I made these cookies and I did all the work and I'm not sharing any of them!" Such a startled look came over their faces! They just could not believe that a grownup would do such a selfish act. After a few seconds we all began to laugh at the silly thing I had done — they began to realize that sharing is for everyone and not just something children are made to do.

We sat down and talked about sharing. "J" came up with the idea that we should make the turns shorter, and later have longer turns. "O" and "C" said that the younger children grab and should always say "please," and "S" said that she would try to remember to say "please." And "B" said anybody could ride his motorcycle. The children made great progress in solving their own problems.

The children started bringing a sharing toy from their own house just about everyday. They have the privilege of showing it to everyone and telling them about it. A few days before Christmas we had a discussion about respecting one another's toys and taking care of them. When I observe the children sharing I always praise them and tell them how happy I am. The preschooler's concept of sharing needs reinforcement from time to time, but most of the time they cooperate with each other.

In the past five months, their attitudes have really changed. Once in a while we will have a bad day, which can usually be attributed to fatigue or over-excitement. Sometimes the children just need an idea to expand their play: if we only have two airplanes and three children want to use them, I suggest that one child might be a fireman, in case the airport catches on fire. The children are closer companions now, and I feel we have learned a great deal about sharing. Now we all enjoy each other and have fun!





How To Have A Happier Naptime

Some of my kids nap well and some don't. It's hard for those ready to nap when others want to make noise. It's hard for me to keep "sssshing" them for the entire naptime. Here are some thoughts on the subject of napping.

Lots of factors determine how good or bad a particular naptime will be: weather, what's happened before the nap, even things like what's going on at home and the phases of the moon affect children and their napping, in my opinion. There are always some naptimes that are no fun for anybody. The first thing I learned is that not every child will take a nap every day. *Be realistic in your expectations — Rule No. 1.*

Next, I started picking up on some techniques for insuring that children will have happy naptimes at least 60 percent of the time, since you can't please everyone all of the time.

Outdoors exercise is important. Children need to run off excess steam and the invigorating air makes everybody tired, even adults. I try to have my children out for at least a few minutes in the morning, and they seem to get sleepier.

I also have comfortable bedding for the children, and some have their own special blankets or soft quilts to lie on. If some children don't seem tired I give them a book to look at, and they can "rest" for awhile. Sometimes a song or a backrub or rocking helps them to quiet down.

Important things I have learned include letting the children know what can and cannot go on during naptimes. It is a routine in my house, and we try to make it as pleasant as possible. When it is time to nap, it is time to be quiet. The children have come to know this. We try to nap at the same time and in the same way every day so that everyone comes to expect it.

I guess I believe that children need time to be quiet during the day (in order not to get overtired), especially in winter when we are inside for longer periods of time. One day I told



them that *i get tired too*, and need to be quiet for awhile. And that is the truth.

Nonetheless, I am always prepared for those days when I hear "I just don't wanna take a nap."

How About The Day When You've Had It?

The baby has been fussy, the 2-year-old bites the 3-year old, the school-age children come home hot and asking "what's there to do?" and then refuse to try anything you suggest, your own child is whining and clinging to your leg, and **YOU HAVE JUST HAD IT**. The day has not worked out the way you planned (who could have planned this?).

You really feel like walking out the door for some fresh air, alone. But you stay. And, by staying, you are actually showing the children a good thing. Everyone needs to learn to live comfortably with each other, even when they are feeling bad. They need to respect others and to live with themselves and with others. I sit down with my children and we talk about this. It takes a lot of self-control to hang in there on days like this, but it's an important thing to learn.

I have found ways to prevent this state of events from happening too often. I plan the day so that children have plenty of things to do, and can

choose among them. I don't pull all of the toys out to play with, but leave a few and then bring them out when the children seem bored. Lots of times I plan something "special" for the day. Not anything elaborate, but something a bit different — like making cookies, reading a special book, a walk to the neighbors for a picnic afternoon snack, washing some dolls or a car on a hot day, setting up a lemonade stand (with home-made lemonade), etc.

I try to balance activities: some quiet and some active. It helps, I find, to have a quiet activity going on before a routine such as lunch, nap, or going-home time.

It's good to lessen the time spent waiting. I have toys out when they first come, serve lunch within 5 minutes of when they sit down, and this seems to minimize the amount of polking at each other and scrambling on and off chairs.

If the children know what's coming next, they are better able to handle it. I give some warning when it will be time to go out or to pick up. I say something like, "when we have put away these scissors we will go on a walk." The children can then understand the sequence of events better. Or, I let my children know if there is a change in the schedule. If we go to the park, then I tell them there will be



no nap today. But I don't tell them too far ahead of time, because even 5 minutes seems like forever for a child who is waiting.

This type of planning certainly makes my day run smoother.

Stormy Day Outlet

Want to know how to get the biggest stretch out of the smallest space? You will need 2 to 3 yards of $\frac{1}{2}$ -inch elastic joined together firmly.

Begin with 2 children seated on the floor in a circle; each person takes hold of the elastic with both hands. Ask the children to watch you and to imitate what you do (to start). Raise your hands in front of you and stretch. Raise your arms over your head and stretch. Put one hand on your knee and one hand on your toe; work with the elastic behind your back. Go slowly, so that the children get a chance to feel the stretch in their bodies.

Let someone else be leader. While we do this, we talk about where your hands are in space. Are they over? Under? Behind? In front? How does that feel? Why doesn't this elastic break when you pull? What will break?

My preschoolers and the after-school children love this stretching. The toddlers will pull the elastic if you give each of them a piece, so they are part of it.

Other things I do to release some of that energy include dancing to records, playing leap-frog, Simon-Says, tumbling on old mattresses I pull out, singing and clapping, forming a parade with pots and pans and marching around the house — you name it!

"A Day In The Life" —A Schedule of One Family Day Care Provider's Day

Although there are no two days alike, it's a comfort to know what's coming next. It is important to children, also, to know what is going to happen in the family day care home. They come to depend on a certain order of the day. Simple routines of eating, sleeping, playing and such are a basic groundwork around which your day may evolve.

Here's a sketch of a day in the life of a family daycare provider. Certainly no two family day care providers' days are alike, but this is an example of just one. Some get up at 5 or 6:00 am and the last children don't leave until late in the evenings.

7:00 am Rise and awaken my son for school; prepare breakfast and hurry my son off; feed the baby and family.

8:00 Dress the other children in my family.

9:00 Clean kitchen, dishes, straighten up as time permits; put my baby down for morning nap; eat my breakfast and check the morning paper.





9:15 M (3-½) arrives, and plays with my daughter in play-house with dolls; I make beds and straighten up bedrooms.

10:00 Morning snack; children play with playdough or clay

11:00 Baby is awake and fed, girls watch Sesame Street; I prepare lunch.

11:45 My son returns from school, the children have lunch together while I feed the baby.

12:15 Older children play together; I clean up the baby and then the kitchen.

12:30 I put the baby down for a nap and eat lunch.

1:30 "C" (10 months) arrives.

2:00 "M" and my daughter go for a nap (half the time "M" doesn't nap); "C" has a bottle.

2:30 "C" goes for a nap; baby wakes up, son goes outside to play with friends; I play with baby, talk and read with my own children, or we do a project (painting, pasting); I prepare the dinner in advance and keep it warm.

4:30 "C" and "M" awaken from nap, "C" has a bottle; older children watch Sesame Street while I play with "C" and the baby.

5:30 "C" and "M" leave; my husband arrives, dinner is ready to be put on the table.

6:00 Baths and teeth-brushing for my children.

6:30 My children watch favorite TV programs (Vilia Alegre); husband and I clean up kitchen and talk.

7:00 pm Bedtime for all three children.

This schedule varies sometimes; my older boy goes out to play and the other children take naps at the same time. If that happens, I grab a snooze myself.

Another Day

Mrs. P has school-age children. Her schedule needs to allow for these children to come before school and after school. The children come at 7 am and after having a bit of breakfast, they finish homework, read, watch TV, or play a quiet game until the schoolbus comes. During the day Mrs. P cares for 3 younger children. After school, at 3 pm, when the older children come back, a snack is ready

or they can fix their own. They then choose what to do among a variety of activities — building, sewing with Mrs. P, doing homework, going to clubs, listening to records, playing with friends or with the little ones. Sometimes the older ones will practice their reading on the younger ones at the end of the day (4-6 pm). This helps the younger children calm down and prepare for a smooth transition from Mrs. P's home to their own.

FORMING YOUR OWN SUPPORT GROUP

How about forming a group of providers? Many providers are thinking about organizing groups. A group offers the chance to get together with others, to chat, exchange ideas, plan events, problem-solve and form a cohesive organization to exert some force upon the community and to make known the providers' needs.

There are numerous advantages to forming these groups. "For one, it breaks down the isolation of being in your home," says one provider. "I really value the emotional support," remarks another.

Some groups have started toy loans, formed food co-ops, discussed the rights and responsibilities of parents and providers, and thought about the status of family day care providers in the community.

Try to find out if there is a provider group in your area; if there isn't, how about starting one?

Some Hints for Starting Some Hints For Starting A Group:

(1) In seeking members or other providers in your area, the Office For Children could help out. Contact the regional Family Day Care Coordinator for names and addresses of providers in your area. They could also advise you as to how other groups have formed and what they have done.

(2) In thinking about a place to meet, try to locate a central spot. Either a home that is central for a cozy atmosphere, or, there are public places that are available. Churches, rotary clubs, lions clubs, town halls, civic groups and savings and loans are usually willing to donate some space if they have the facilities.



(3) Contact providers who are interested personally by phone or by a visit, and let them know where you will meet, when, and how to get there.

(4) In making an agenda of what to accomplish, simple tasks are the easiest to try first. Exchanging ideas on activities for a snowy day, setting up toy loans, forming food coops, having a rummage or bake sale, discussions on discipline, teaming up with two or three homes to go to the zoo, etc., might be some ideas.

(5) Check a local elementary school for parents who may "babysit" while you meet.

(6) Don't expect a huge showing at first. Attendance may be sporadic. After all, after providing care for long hours, many providers can't always make it out at night, too. These things take time to get off the ground. You may need to arrange car pools among yourselves.

A FOOD CO-OP

What is It?

A food co-op is people co-operatively buying food in bulk and distributing it, in order to cut down on costs.

Most food co-ops are organized on a neighborhood basis. Some work on a pre-order system, where members order and pay for the food a few days in advance of the "pick up" day. On

the "pick up" day, a list for the following week is included with the order. Members generally work from two hours a month to two hours a week, depending upon the size and organization of the co-op. Food can be purchased at wholesale prices, plus a percentage of "bump" as it is called — which covers the weekly costs of paper, supplies, and mistakes.

A second type of food co-op is run more like a store. An example of this is the Boston Food Co-op, which is run by managers. There are cash registers and the store is open six days a week. In this co-op, a non-refundable membership fee is required. This money allows the co-op to purchase freezers, coolers, and other equipment. The member then pays the wholesale price plus the ten percent.

How To Form A Co-op

Contact people in your area who might be interested. Put a sign up in the laundromat, a supermarket bulletin board, a community building, or ask among providers in your area.

A good organization to contact is the *New England Food Cooperative Organization (NEFCO)* care of Bill Coughlan, 76 Gardner Street, Allston, Mass., 02134, or care of Jim O'Connor, 55 Beech Glen Road, Roxbury, Mass. 02119.

NEFCO is a new organization that provides many services to persons interested in food co-ops. It's an information clearing house for food co-ops in New England and offers helpful advice for groups forming a co-op, a buying service for any member food co-op for a fee that is below that of other wholesalers (this fee is used to help new co-ops get started and to pay the buyer a small amount for the service).



Some Hints:

It is recommended that small co-ops place their orders with NEFCO, if they are in the general area, since it can get quality merchandise in exact quantities.

Watch to make sure the quantities you order from a wholesaler are exact and that the quality is good.

Meat is ordered separately from a local meat wholesaler; since meat prices change frequently, the wholesaler must be willing to give you a fair price a week in advance. They must also be willing to deliver.

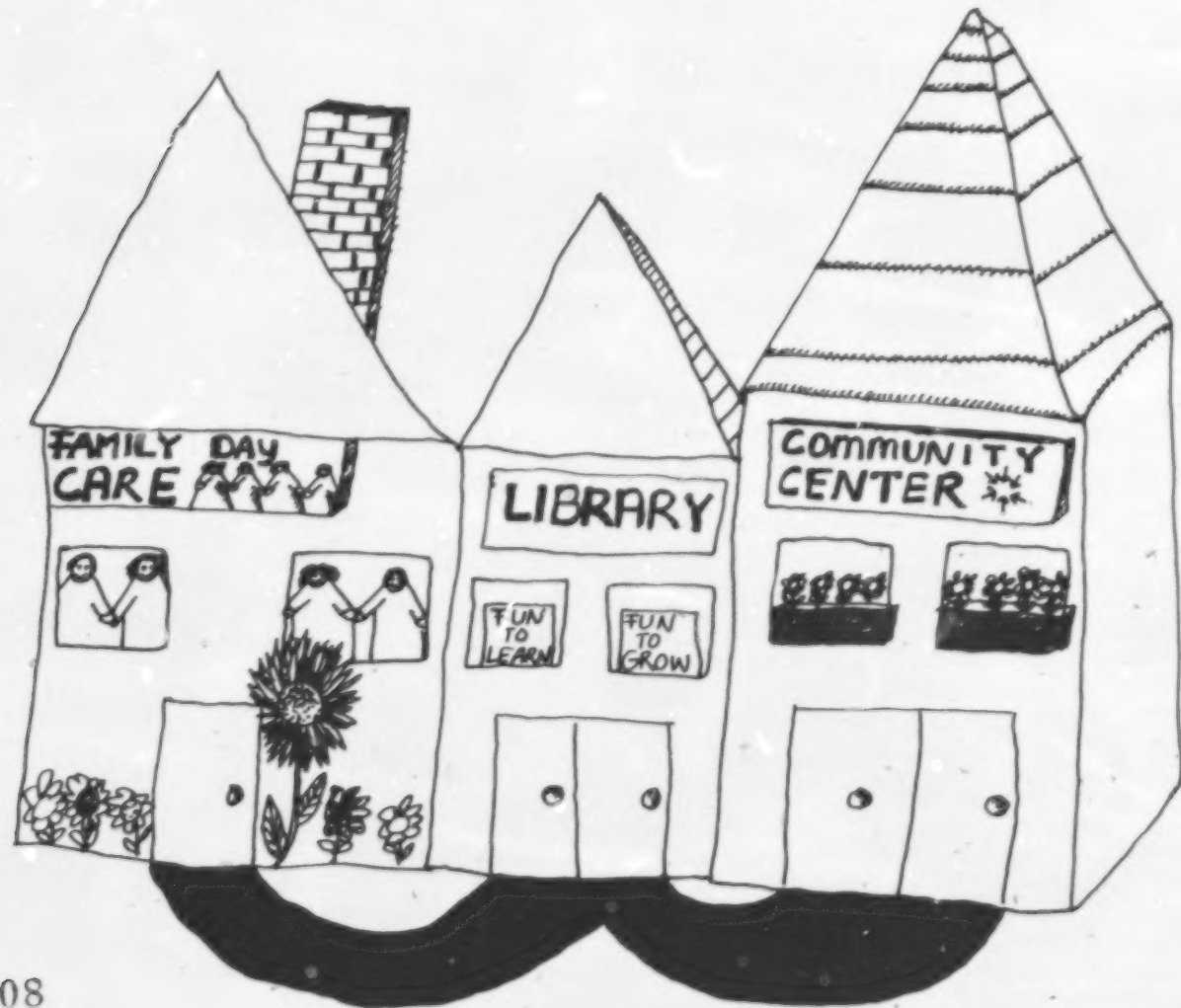
Cheese can usually be obtained from the same source as the meat. Cheese markets will sell wholesale (only in wheels or blocks), so have enough people to use up a large chunk of cheese.

Bread is easily obtainable at substantial reductions because it is usually ordered in quantities weekly. Check with your local bakery. For different varieties, call Pepperidge Farm, Sahara Bakery, Eagerman's Bakery, and Sierra Bakery.

There are wholesale stores scattered here and there throughout the state. It's worth it to see if a group of providers can arrange to purchase items here in bulk. Check for one near you.

For more information on Food Cooperatives (especially in the metropolitan Boston area), look in *The Women's Yellow Pages* (a resource book written and published by the Boston Women's Collective, Inc., 1974, and available by writing the Collective at 490 Beacon Street, Boston, Mass., 02115).

Resources For Providers



89

108

10

109

FURTHER READING ON FAMILY DAY CARE

These books are found at most libraries and local bookstores. They are almost all available in paperback. There are really many, many books written and being written about child development. The ones selected here have been suggested as useful by family day care providers. You probably have many more of your own to add.

Books

—*Black Child Care: How To Bring Up A Healthy Black Child in America. A Guide to Emotional and Psychological Development*, by James P. Comer, M.D. and Alvin R. Poussaint, M.D., New York: Simon and Schuster, 1975.

This is probably the first comprehensive approach to the rearing of a black child in America. It includes questions and answers about family planning, prenatal care, infancy, preschool years and puberty.

—*Infants and Mothers*, by T. Berry Brazelton, M.D., New York: Dell, 1969.

A descriptive study of three general types of babies and their mothers, in their first year, by a very sensitive pediatrician. Dr. Brazelton has also written *Toddlers and Their Parents*.

—*The Magic Years*, by Selma Fraiberg, New York: Scribner & Sons, 1959.

An informative book about understanding and handling the problems of early childhood.

—*Three Babies*, Joseph Church (ed.), New York: Vintage Books, 1966.

Three mothers write diaries of the first year with their babies.

Magazines

—*Day Care and Early Education*, 2853 Broadway, New York, N.Y.

This is a fairly new magazine that appears bimonthly with much good information concerning family day care, as well as other forms of child care. There is a column specifically about activities for infants, toddlers and preschoolers.

—*Parent's Magazine*, Parents Institute, Bergenfield, New Jersey, 07621.

The *Parent's Magazine* is published monthly by the Parents' Institute; it has articles on child rearing, activities for children of different ages, recipes, and almost anything that concerns parenting and families.

—*Redbook Magazine*, Box 2036, Rock Island, Illinois, 61206.

Redbook comes out monthly and has columns by such people as Dr. Spock, Dr. Brazelton, and Margaret Mead, in which many issues are discussed involving child care and devel-

opment and parenting, such as: fright of strangers, separation anxiety, disciplining, parents without partners, etc.

LIST OF INEXPENSIVE PAMPHLETS ON CHILD DEVELOPMENT

GOVERNMENT PUBLICATIONS
U.S. Government Printing Office
Washington, D.C. 20402

The U.S. Printing Office has lists of publications on child care, child development and parenting. Here are a few:

—*Caring For Children Series*; these were done by Lois Murphy and Ethel Leeper in 1970 for the Office of Child Development, Bureau of Child Development Services. They include:

—The Ways Children Learn

—More Than A Teacher

—Preparing For Change

—Away From Bedlam

—The Vulnerable Child

—*A Guide For Parents Series*; including:

—Talk With Baby, No. 361

—Babies Look and Learn, No. 362

—Playing Games With Baby, No. 425

—Home Play and Play Equipment, No. 238

—*Publications for Parents Series*; including:

—*Infant Care*, DHEW (OCD) No. 73-15

- Your Child From 1-3, No. 413
- Your Child From 3-4, No. 446
- Your Child From 1-6, No. 30-1
- Your Child From 6-12, No. 324

HUMAN RELATIONS AIDS

419 Park Avenue South
New York, N.Y. 10016
Destructiveness
Bed-Wetting
School
Fear
Temper
The Only Child
Building Self-Confidence
Discipline
Baby Talk
Stuttering
Sex
Thumbsucking

INSTITUTE OF CHILD AND FAMILY DEVELOPMENT

University of North Carolina, at
Greensboro
Greensboro, N.C. 27412

Write for a catalog of the inexpensive materials prepared by this group. Some include:

- Discipline: The Secret Heart of Child Care*, by M.E. Keister, 1972.
- What Parents Should Look For...Special Provisions For Infants and Toddlers*, UNC-G.

JOHNSON & JOHNSON, INC.

Consumer Service Department
New Brunswick, N.J. 08903
—Keeping Baby Clean

- Chart: How a Baby Grows
- When Baby Is Ill
- Baby's Eating and Sleeping Habits
- A Safer World For Babies and Toddlers

COMMONWEALTH MENTAL HEALTH FOUNDATION

4 Marlboro Road
Lexington, Mass. 01173

The Massachusetts Department of Mental Health has produced some excellent materials for helping disabled children. Two publications that suggest activities for children with special needs are:

- Home Stimulation*, for young, developmental disabled children.
- Exploring Materials*, with your young child with special needs.

THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC.

10 Columbus Circle
New York, N.Y. 10019

- What the Early Child Needs*.

THE PRESS

Case Western Reserve University
10910 Euclid Avenue
Cleveland, Ohio 44106

- Kids Copy Their Parents.
- Keep Babies Busy.

PUBLICATIONS

205 Whitten Hall
University of Missouri
Columbia, Missouri 65201

- Isn't It Wonderful How Babies Learn?*

ROSS LABORATORIES PUBLICATIONS

Columbus, Ohio 43216

- Your Children And Discipline*.
- Your Children's Quarrels*.
- Your Children's Fears*.
- Your Child's Appetite*.
- Developing Toilet Habits*.
- The Phenomena of Early Development*.

Note: Most of these pamphlets are even more inexpensive in bulk; do you know another provider(s) who might be interested if you decide to order them?

READINGS ON FAMILY DAY CARE

FAMILY DAY-CARE PROGRAMS

—*A Family Day-Care Study*, Child Care Resource Center, 123 Mt. Auburn Street, Cambridge, Mass., September, 1972, 113 pp.

A study of family day-care systems in Massachusetts.

—*Family Day Care: A Self-Portrait*, Audio-Visual Library Service, University of Minnesota, 3300 University Avenue, S.E., Minneapolis, Minnesota, 55414.

This is a pictorial essay published by the Ramsey County Family Day Care Training Project in Minnesota, in 1973-74.

—*I'm Not Just A Sitter*, Day Care and Child Development Council of America (DCCDCA), 1401-K Street, N.W., Washington, D.C.

RESOURCE HANDBOOKS FOR FAMILY DAY CARE PROVIDERS

—*A Handbook For Family Day Care Workers*, Demonstration and Research Center For Early Education (DARCEE), publication Office, George Peabody College For Teachers, Box 151, Nashville, Tenn., 37203.

This booklet was produced in December, 1971, by the DARCEE Family Day Care Project and provides some excellent information about the importance of family day care providers in the early learning of young children.

Family Day Care No. 9, Superintendent of Documents, Government Printing Office, Washington, D.C., 20402 (Stock No. 1791-00188).

This is No. 9 in a series on child care, published by the Office of Child Development of the U.S. Department of Health, Education and Welfare. There are sections on how to set up a home for family day care, working with parents, record-keeping, and resources.

—*Handbook For Home Care Of Children*, Child Development Training Program, 166 Old Main, Wayne State University, Detroit, Michigan, 48202.

This booklet was prepared by a group of family day care providers in a course at Wayne State University as part of that university's Child Development Training Program in 1971.

—*Guide For Family Day Care*, EID Associates, Inc., 2520 South State Street, Salt Lake City, Utah, 84115.

A newly published (1975) guide to family day care providers, including sections on getting started, record-keeping, discipline, and community resources.

Note: There are more and more handbooks on family day care appearing these days, so this is by no means an up-to-date or all-inclusive listing.

ORGANIZATIONS AND AGENCIES CONCERNED WITH CHILDREN

There are many organizations concerned with the needs of young children scattered throughout the country. Most have information in the form of published articles, papers, pamphlets and or periodicals. You can be a member (for a price) and receive information regularly, or you can send off for whatever information specifically interests you. Here are only a few:

—*Association For Childhood Education International* (ACEI), 3615 Wisconsin Avenue, N.W., Washington, D.C.

This association is concerned with the education of young children. It has many materials on nursery school, kindergarten, bulletins, portfolios, papers and books. *Childhood Education* is the journal they publish.

—*Child Welfare League of America*, 44 East 23rd Street, New York, N.Y., 10010.

This organization is involved in all aspects of child welfare, day care services, adoption and foster family care. They have materials, plus a monthly periodical called *Child Welfare*.

—*Day Care and Child Development Council of America, Inc.*, 1401 "K" Street, N.W., Washington, D.C.

This Council aims "to promote the development of a locally controlled, publicly supported, universally available child-care system through public education, social action, and assistance to local committees, the child, the family, and the community." They have a great selection of materials on day-care and child development, and a special membership fee for family day care providers. Publications include *Voice For Children*, *Action For Children* (a bi-monthly), and *Council Bulletin*.

—*National Association For The Education of Young Children* (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D.C., 20009.

The Association is interested in the education of young children. It holds conferences both nationally and locally throughout the year, and has a large supply of materials on early childhood education. Check in your area for a local affiliate of this organization. They publish *Young Children*, bi-monthly.

RESOURCES FOR CHILDREN: HEALTH & WELFARE

There are really a lot of services for health needs which this manual cannot cover. The following is only a general guideline of services — for local health services and some non-profit (mostly) health centers.

SERVICES IN YOUR COMMUNITY

Call the nearest city or town hall and ask for the Board of Health. They have information about the health and nutrition services for young children and mothers, such as: visiting nurses, well-baby clinics, nutrition programs, immunization programs, and neighborhood health centers.

The Massachusetts League of Neighborhood Health Centers, 55 Dimock Street, Roxbury, Mass.

This organization will refer families and individuals to their nearest Neighborhood Health Center. Neighborhood Health Centers offer a variety of health services to everyone, regardless of income; fees are usually adjusted to income.

Children's Hospital, Boston, Mass.
Phone: 617-734-6000, extensions 2151 or 3741.

Children's Hospital has information on available services for any given health problem or need.

Boston Poison Information Center
Phone: 232-2120, or dial 0 and ask for the poison center.

Service: Emergency information on ingestions of poison and skin expos-

ure to poison.

Category of Service: Non-profit.

Cost: None.

Eligibility: Open.

Other: Phones are answered 24 hours per day, 7 days per week.

Lead Paint Poison Prevention Center

818 Harrison Avenue

Boston, Mass. 02118

Phone: 424-4000

Service: Test and treat children, de-lead homes, refer callers to local health centers with lead paint testing programs.

Category of Service: Non-profit.

Cost: None.

Eligibility: Open.

Other: Transportation to and from Center is available; languages spoken include Spanish, French, Chinese.

Sickle Cell Anemia Center

Boston City Hospital

818 Harrison Avenue

Boston, Mass. 02118

Phone: 424-5727

Service: Provide education, screening, counselling and hemoglobin tests.

Category: Non-profit.

Cost: None.

Eligibility: Open.

Tel-Med

Phone: 266-4300

Service: This is a free telephone health library with bilingual tapes which discuss illness and various health matters; some tapes include children's illnesses and behavior.

women's health problems, birth control, pregnancy, first-aid, etc.

Category: Non-profit.

Cost: None.

Eligibility: Open.

Other: Brochures listing all of the tapes and their code numbers are available at hospitals, libraries, and at Little City Halls, Boston.

Tuberculosis (TB)

(see Public Health Department)

Tuberculosis clinics are sponsored by the municipal Public Health Departments; these clinics offer diagnosis and counselling services. Contact the City Public Health Department in your area.

PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS

Here are some agencies and organizations that can provide information for families with children with special needs.

Chapter 766: Do you know about Chapter 766? It's a new state law which helps families who have children with suspected special needs get the proper evaluation of the children's abilities. Any child of at least 3 years of age, whom parents feel might have a hard time in a typical classroom, can have (at the parent's request) an evaluation of the child's abilities. This evaluation is called a "Core Evaluation." Contact the school system in your district for information about this service.

Child Advocacy Project

Easter Seal Society

14 Somerset Street

Boston, Mass. 02108

Service: This project provides information concerning Chapter 766.

Category: Non-profit.

Cost: None.

Eligibility: Open.

Other: This project has produced, with the help of the Dept. of Education, an informative booklet called *Guide To Supportive Services For Children With Special Needs*.

Federation For Children With Special Needs

Suite 338

120 Boylston Street

Boston, Massachusetts 02116

Service: A federation of major statewide parent organizations representing handicapped children; provides information and follow-up for parents with children with special needs.

Category: Non-profit.

Cost: None.

Eligibility: Open.

Help For Children

(see Office For Children)

Service: A statewide service of the Office For Children, offering information and referral services for families with children up through the age of 18 who have problems which have gone unresolved.

Category: Non-profit.

Cost: None.

Eligibility: Open.

Infant-Toddler Family Creative Play Center

214 Lake Street

Shrewsbury, Mass. 01545

Service: This center is for families of developmentally disabled infants and toddlers. Families learn about the needs of their children and ways of helping them — through observing them, and participating, in a play setting.

Category: Non-profit.

Cost: None.

Eligibility: Developmentally disabled children from 0-3 years of age throughout the state.

Language and Cognitive Developmental Center, Inc.

Suite 617

25 Huntington Avenue

Boston, Mass. 02116

Service: This is a program specializing in severely handicapped children who are without language.

Category: Non-profit.

Cost: Fees may be paid by Medicaid.

Eligibility: Open to all brain-damaged autistic children.

Massachusetts Department of Mental Health

190 Portland Street

Boston, Mass.

Service: There are seven mental health regions in the state; some areas have a Community Mental Health and Retardation Center, which offers full services, including: coun-

selling and evaluation for adults, children, couples and families; in-patient psychiatric care; 24-hour emergency service; retardation facilities, community clinical nursery schools; day-care for disturbed and retarded people and services for geriatrics and alcoholism. For specific information about services near you, call your regional or area office.

Category: Non-profit.

Cost: Most facilities charge on a sliding scale.

Eligibility: Open.

Massachusetts State Department of Education

Special Education Division

182 Tremont Street

Boston, Mass.

Service: This state agency has information available concerning the stipulations of Chapter 766, and who to contact in your area for a Core Evaluation.

Massachusetts Department of Public Health

Division of Maternal and Child Services

88 Broad Street

Boston, Mass. 02116

Service: The Maternal and Child Services Division has much useful information to offer; among the services provided are hearing and vision clinics (especially for preschoolers), dental screening, pediatric examinations, immunizations, sickle-cell and anemia testing, and well-baby clinics.

Most of the services are offered throughout the state. Contact the Public Health Nurse or the Health Department in your town or city for more information.

Category: Non-profit.

Cost: Most facilities charge on a sliding scale.

Eligibility: Open.

Other: Well-baby clinics provide free medical and nursing services to children from birth to 6 years of age. The focus is on illness *prevention* and child development. Health evaluations are provided which include physicals, immunizations, nutrition counselling and nursing services. They will also make referrals to other agencies.

The Dept. of Public Health has services for crippled children; they offer direct care for children from birth to 21 years. Crippled Children Services Clinics are regularly held at hospitals throughout the state; the clinics treat children with birth defects (both internal and external), or those who have suffered accidents or illnesses subsequently causing handicapped conditions.

The March of Dimes

The New Hampshire March of Dimes
4 Park Street

Concord, New Hampshire

Services: The March of Dimes provides services for families with children born with birth defects. There are pamphlets and films for persons

who can use information regarding birth defects and possible prevention. The Birth Defects Center in New Hampshire provides evaluation and initiation of long-term management programs for children with birth defects and inherited diseases.

Category: Non-profit.

Cost: Sliding scale

Eligibility: These services are available to people from Massachusetts and New Hampshire, with referrals made by the family physician.

Note: For a more comprehensive listing of major organizations concerned with children with special needs in Massachusetts, see the Infant-Toddler Forum's publication, *Infant-Toddler Forum*

ADDITIONAL RESOURCES

Resources For Children

This is a relatively new state office within the Executive Office of Human Services. It was created to serve as an advocate for children's needs and to see that all the various children's services, both public and private, throughout the state are coordinated and work together. Among its responsibilities in the fields of day care, community development and foster care, is to have staff members available to train workers and offer related technical assistance, and to standardize guidelines for licensing or approval in group day-care, family day-care and foster care. They are es-

tablishing a state-wide system of information compilation and referral to enable children to get the services they need, and to document gaps in the system.

Regional offices:

Western Massachusetts (Region I)
1618 Main Street
Springfield, 01003

Central Massachusetts (Region II)
78 Pleasant Street
Worcester, 01608

Northwest Suburban Massachusetts (Region III)
639 Massachusetts Avenue
Cambridge, 02139

Northeast Massachusetts (Region IV)
279 Boston Road
Topsfield, 01983

Southeast Suburban Massachusetts (Region V)
1001 Watertown Street
West Newton, 02165

Metropolitan Boston (Region VI)
120 Boylston Street, Room No. 307
Boston, 02116

Southeastern Massachusetts (Region VII)
165 Quincy Street
Brockton, 02404

Child Care Resource Center, Inc.

123 Mt. Auburn Street
Cambridge, Mass. 02138

This center really has a lot of materials and information for those concerned with child care, in its many aspects.

Massachusetts Children's Lobby

3 Joy Street
Boston, Mass.

This is a non-partisan organization whose purpose is to be a strong voice for those under 18 years of age; the Lobby reviews legislation and funding appropriated for children. They have a newsletter which lets the public know what's happening in children's services, and monthly workshops are held. Membership is paid.

Children In Hospitals

31 Willshire Park
Needham, Mass. 02192

This organization of persons concerned with children in hospitals have useful information about issues that arise when children go to the hospital, including information on the rights of parents and children.

Action For Children's Television (ACT)

76 Austin Street
Newtonville, Mass.

ACT is a national organization founded in Newton, Massachusetts, to monitor and improve the quality of children's television programming and to eliminate offensive advertis-

ing. They publish a newsletter and invite interested persons to join.

Note: For extensive listings of resources for the health, welfare and education of children check the people's yellow pages in your area (e.g., Boston: *Women's Yellow Pages*; Worcester: *Women's Yellow Pages*, etc.). Or, see the *Infant-Toddler Forum*, published by the Infant-Toddler Forum of Boston, with help from the Child Care Resource Center — it provides excellent and up-to-date information.

APPENDIX A: Registration Forms (No. 1)

To be completed for each child received into day care home.

Child: _____ Birthdate: _____

Mother: _____
(name) (address) (phone)

(place of employment) (address) (phone)

Father: _____
(name) (address) (phone)

(place of employment) (address) (phone)

If natural parents are not available, nearest friend or relative to contact in case of an emergency:

(name) _____ (address) _____ (phone) _____

Child's doctor: _____
(name)

(address) _____ (phone) _____

Date of Placement: _____

Date of Discharge: _____

APPENDIX A: Registration Forms (No. 2)

The Commonwealth of Massachusetts

Office for Children

Day Care Consultation and Licensing Unit

Medical Emergency Statement

I hereby give permission for

to call a physician, secure necessary medical care (including the
administration of anesthesia if surgery is advised by a physician),

and to otherwise act in my behalf when I cannot be reached and/or

when delay would be dangerous, in order to protect my child,

in case of illness or accident.

Signature of Parent or Guardian

Date

APPENDIX B: Weekly Expense Form**Food:** **Cost**

Bread	\$
Cereal	\$
Meat	\$
Cheese	\$
Soup	\$
Juice	\$
Milk	\$
Cookies	\$
Eggs	\$
Butter	\$
Mayonaise	\$
Fruit	\$
Vegetables	\$
Other	\$

Total: \$**Household:**

Toilet paper	\$
Paper towels	\$
Soap	\$
Dish detergent	\$
Disposable diapers	\$
Napkins, cups, dishes	\$
Cloth, towels	\$
Other	\$

APPENDIX B: Weekly Expense Form (cont.)

<i>Utilities:</i>	<i>Cost:</i>
Water	\$
Electricity	\$
Gas	\$
Rent or mortgage	\$
Telephone	\$
Other	\$

Total: \$

<i>Depreciation:</i>	
House	\$
Renovations	\$
Washing machine	\$
Refrigerator	\$
Stove	\$
Furnace	\$
Other	\$

Total: \$

Play Materials or Equipment —

List Items Purchased:

_____	\$
_____	\$

<i>Other Costs:</i>	
Travel	\$
Laundry & cleaning	\$
Repairs	\$

Total: \$

Total: \$

APPENDIX B: Income Form

JANUARY—JUNE, 197-

Child's Name	January				February				March			
	4th	11th	18th	25th	1st	8th	15th	22nd	1st	8th	15th	22nd
Mary Jones					\$12	\$12	\$12	\$12				
John O'Leary					\$15	\$15	\$9	\$15				
Travis Scott					\$13	\$13	\$13	0				

APPENDIX B: Attendance Form

MONTH:

Hours Attended Day Care

Child's Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mary Jones	0	4	4	4	3	3	0													
John O'Leary	2	2	4	6	6	6	0													
Travis Scott	0	3	3	3	3	3	0													

APPENDIX B: Monthly Expense Form

\$ AMOUNT SPENT PER MONTH ON DAY CARE EXPENSES

	January	February	March	April
Food:				
Household:				
Educational				
Equipment:				
Furnishings:				
Medicines:				
First-Aid:				
Maintenance				
and Repair:				
Insurance:				
Salries				
Helper No. 1:				
Helper No. 2:				
Amortization:				
Mortgage:				
Heat:				
Electricity:				
Telephone:				
Transportation:				

APPENDIX C: Parent Information Form

A SAMPLE LETTER TO NEW PARENTS After the first interview with the parents, how about sending an informal letter to make sure you both go things straight about the arrangement? It might look something like this.

Dear _____

It sure was nice meeting you and your child. Prices are high these days and day care is no exception; to keep up with the times, I charge \$_____ per week. It helps me keep my records straight if everyone pays at about the same time, on the _____ of the week (month).

This fee includes snacks in the morning and afternoon, a hot meal from my kitchen at noon (or a beverage with a bag lunch), materials for creating things, lots of tender loving care, and just about anything else that comes up.

If we go on a special trip to the zoo or elsewhere, I ask that you supply a small amount of money for admission and perhaps some peanuts for the elephants.

You may drop your child at _____ a.m. and, since I need to fix my own family their dinner in the evening, I would appreciate it if you picked your child up no later than _____ p.m.

Since young children have the habit of needing a change of clothes during the day, please supply me with a complete change so that I am prepared.

\$_____ I feel strongly about knowing the people who come to pick your child up. As I understand it, only the following persons are okay for doing this: (name, address, phone number, and relationship)

Thank you and I hope to be seeing you often at my home.

Sincerely,